

**PROCEEDINGS**

**Thirty-Fifth Anniversary Conference**

**National Association of Student  
Personnel Administrators**

**The Kellogg Center  
Michigan State College  
East Lansing, Michigan**

**April 6, 7, 8, 9  
1953**



P R O C E E D I N G S

Thirty-Fifth Anniversary Conference

of the

NATIONAL ASSOCIATION OF STUDENT  
PERSONNEL ADMINISTRATORS

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President ..... President Victor F. Spathelf, Ferris  
Institute  
Vice President ..... Dean Everett Hunt, Swarthmore College  
Vice President ..... Director Donald M. DuShane, University  
of Oregon  
Secretary-Treasurer ... Dean Fred H. Turner, University of  
Illinois

Executive Committee:     The Officers and

President A. Blair Knapp, Denison University  
Dean Arden O. French, Louisiana State University  
Junior Dean William S. Guthrie, Ohio State University  
Dean Arno J. Haack, Washington University  
Dean Bernard L. Hyink, University of Southern California  
Dean Juan Reid, Colorado College

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Held at

The Kellogg Center

Michigan State College

East Lansing, Michigan

April 6, 7, 8, 9, 1953



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## STATEMENT OF PRINCIPLES

Adopted by the National Association of  
Student Personnel Administrators,  
34th Anniversary Conference,  
Colorado Springs, Colorado

The position and work of the Student Personnel Administrator is based upon beliefs that education encompasses the student's whole development towards full and balanced maturity, that each student's education is primarily his own responsibility, and that personnel services must function as an integral part of the total college program to further students' progress towards the objectives which the institution holds for them. He plans and works with faculty, staff, and students for recognition of these principles and for the services, programs, and facilities which implement them.

He contributes to students' understanding and acceptance of the standards, requirements and customs of the educational institution. At the same time, he attempts to have changed any policies, practices or situations which interfere with the students' wholesome growth and learning.

He takes an active part in providing competent professional services as they are needed by students in determining their individual goals and in solving the personal problems which are barriers to their educational progress.

Convinced of the need of students for competence and confidence in social relations, he promotes the development of a campus community which provides broad social opportunities for all students. He seeks also to provide opportunity for students to gain experience in democratic living, in self-determination, in cooperative endeavor and in leadership, and from that experience to learn a keen sense of responsibility for themselves and for service to others.

He helps to establish effective communication of student needs, interests and opinions to the faculty and administration, and communication of faculty and administration opinion and policy to students. He encourages personal relationships between students and faculty because he believes the knowledge and understanding gained is vital to the best work of both.

Because the relationship of college students to persons in authority may influence attitudes held through life, he takes active leadership to bring about the discharge of institutional responsibility according to established principles which are clearly stated, and insists upon fairness, honesty and due respect for the dignity and welfare of students.

P R O G R A M

Conference Theme: "Working Administrative Relationships on  
the Campus"

SUNDAY, APRIL 5, 1953

1:00 P.M. Registration -- Registration Desk, Main Floor.

Registration Committee:

Dean W. Lyle Willhite, Chairman, Knox College  
Dean Richard C. Burts, Jr., Mercer University  
Assistant Dean Robb Gardiner, Michigan State College  
Mr. R. L. Hansford, University of Akron  
Assistant Dean Peter A. Ostafin, University of Michigan  
Dean Gerald Saddlemire, State University Teachers College (Geneseo)  
Dean William Stielstra, Alma College  
Assistant Dean Bennie A. Zinn, Agricultural and Mechanical  
College of Texas

7:30 P.M. Informal Get-Together for Early Arrivals --  
Red Cedar Room.

Committee on Reception and Hospitality:

Dean J. B. Jackson, Chairman, University of South Carolina  
Director Jose A. Franceschini, Co-Chairman, University of Puerto  
Rico  
Assistant Dean Vernon R. Alden, Harvard Graduate School of  
Business Administration  
Dean (Emeritus) Stanley E. Crowe, Michigan State College  
Director Charles W. Duhig, Brandeis University  
Director Richard R. Fletcher, University of Virginia  
Dean Vergil S. Fogdall, Lewis and Clark College  
Dean Al LeBlanc, Southeastern Louisiana College  
Dean William A. Medesy, University of New Hampshire  
Dean John F. Quinn, University of Rhode Island  
Dean Walter B. Sprandel, Albion College  
Dean Laurence C. Woodruff, University of Kansas

MONDAY, APRIL 6, 1953

7:30 to

8:30 A.M. Breakfast -- Ballroom.  
8:00 A.M. Registration continued -- Registration Desk, Main Floor.  
9:30 A.M. Meeting of Executive Committee -- Room 111.  
9:30 A.M. Meetings of Commissions and Committees at call of  
Chairmen. Check at desk for room assignments.



Monday, April 6, 1953 (Cont'd.)

9:30 A.M. Orientation Meeting for New Deans and Directors and New Members -- Rooms 103-104.

Chairman: Dean Robert M. Strozier, University of Chicago.

Quizzers: Answer Men

Asst. Dean James B. Whitehead Dean E. L. Cloyd

University of Cincinnati North Carolina State College

Dean Harold M. Bitner Dean Paul C. Eaton

University of Hawaii California Institute of Tech.

Dean J. P. Colbert Asst. Dean G. A. Hagerman

University of Nebraska University of Akron

Dean Mayne Longnecker Dean Donald R. Mallett

Southern Methodist Univ. Purdue University

Director James K. Sours Dean Fred H. Weaver

University of Wichita Univ. of North Carolina

11:00 A.M. Opening Session of the 35th Anniversary Conference -- Main Auditorium, President Victor F. Spathelf, Ferris Institute, presiding.

Invocation--Dean Anthony C. O'Flynn, Loyola University (New Orleans)

Welcome--Dean Tom King, Michigan State College.

Response--Dean J. Broward Culpepper, Florida State University.

The President's Address--President Victor F. Spathelf.

Announcements--Dean Fred H. Turner, University of Illinois, Secretary.

12:30 P.M. Luncheon--Informal. Committees may reserve tables if they desire.

NOTE: Organization meeting for wives in attendance will be held at 2:00 p.m. in the Red Cedar Room. The Ladies' Program will be announced at that time.

1:30 P.M. Second General Session--Main Auditorium, President A. Blair Knapp, Denison University, presiding.

Address--"Administrative Relationships: The President and the Student Personnel Staff," President Ralph W. McDonald, Bowling Green State University.

Discussion-- Led by:

Dean Arch B. Conklin, Bowling Green State University.

Dean Erich A. Walter, University of Michigan.

Dean H. Donald Winbigler, Stanford University.

Discussion from the Assembly.

Monday, April 6, 1953 (Cont'd.)

3:00 P.M. Group Conference No. I, "Working Administrative Relationships with the President."

NOTE: See Chart on Page xv for group assignments, places of meetings, chairmen, recorders, and interrogators. All group conferences will be by size of institution except Technical and Engineering Institutions which will meet as Group V.

4:30 P.M. Third General Session--Main Auditorium, Dean Arno J. Haack, Washington University, presiding.

Recapitulation of Group Conference No. 1 by Group Chairmen or Recorders.

8:00 P.M. Informal Party and Reception--Ballroom.

Host--Michigan State College. Dean Tom King, Host Dean, and Miss Ann Heiss, Chairman of the Wives' Committee, in charge. Entertainment, refreshments.

TUESDAY, APRIL 7, 1953

7:30 to

8:30 A.M. Breakfast--Ballroom.

8:00 A.M. Registration--Registration desk.

9:00 A.M. Fourth General Session--Main Auditorium, Dean Bernard L. Hyink, University of Southern California, presiding.

Address--"Working Administrative Relationships with the Academic Dean," Doctor Elmer Ellis, Dean of the College of Arts and Sciences, University of Missouri.

Discussion--Led by:

Dean Jack Matthews, University of Missouri.

Dean Carl A. Kallgren, Colgate University.

Dean James C. McLeod, Northwestern University.

Discussion from the Assembly.

10:30 A.M. Group Conference No. II, "Working Administrative Relationships with the Academic Dean."

See Chart on page xvi for group assignments.



Tuesday, April 7, 1953 (Cont'd.)

12:30 P.M. Luncheon--Ballroom.

Tables by announced topics with Moderators to preside at each table. Sign up in advance at the Registration Desk for your choice of topics. Chairman of Topic Table Committee: Dean Carl W. Knox, Miami University.

See Chart on page xi for list of topics and names of Moderators. Topic tables will be repeated on Wednesday, April 8, 1953, so that members will have the opportunity to participate in two discussions. Additional tables can be arranged for unlisted topics -- see Chairman Knox.

2:00 P.M. Fifth General Session--Main Auditorium, Dean Arden O. French, Louisiana State University, presiding.

Recapitulation of Group Conference No. II by Group Chairmen or Recorders.

2:30 P.M. President Victor F. Spathelf, Ferris Institute, presiding.

#### Reports of Commissions.

- I Professional Relationships--Dean Arno J. Haack, Washington University, Chairman.
- III Development and Training of Student Personnel Administrators--Dean John H. Stibbs, Tulane University, Chairman.
- IV Program and Practices Evaluation--Dean Robert Kamm, Drake University, Chairman.
- V Relationships with the Field of Social Sciences -- Dean Frank Piskor, Syracuse University, Chairman.

4:30 P.M. Adjournment.

6:30 P.M. Dinner: Sixth General Session--Main Ballroom, Director Donald M. DuShane, University of Oregon, presiding. Address--"Working Administrative Relationships with the Controller," Mr. Ray Kettler, Controller, Purdue University.

8:00 P.M. Group Conference No. III, "Working Administrative Relationships with the Controller."  
See Chart on page xvii for group assignments.

9:30 P.M. Seventh General Session--Main Auditorium, Junior Dean William S. Guthrie, Ohio State University, presiding. Recapitulation of Group Conference No. III by Group Chairmen or Recorders.

WEDNESDAY, APRIL 8, 1953

7:30 to

8:30 A.M. Breakfast--Ballroom.

8:00 A.M. Registration--Registration Desk.

9:30 A.M. Eighth General Session--Main Auditorium, President Victor F. Spathelf, Ferris Institute, presiding.

Reports of Special Committees.

Liaison Committee with A.A.C.R.A.O., Junior Dean William S. Guthrie, Chairman, Ohio State University.

Liaison Committee with N.S.A., Dean Dean S. Newhouse, Chairman, Case Institute of Technology.

Liaison Committee with N.C.C.F.S., Dean Robert W. Bishop, Chairman, University of Cincinnati.

10:30 A.M. Panel Discussion, "Working Administrative Relationships with our own Staff Members," Dean Robert M. Strozier, University of Chicago, presiding.  
Dean L. Dale Faunce, State University of Iowa, Chairman.

Assistant Dean Byron H. Atkinson, University of California at Los Angeles.

Dean L. E. Chandler, Southeastern Louisiana College.

Dean John E. Hocutt, University of Delaware.

Asst. Dean Arthur H. Kiendl, Dartmouth College.

Dean Dave Lawrence, University of Louisville.

12:30 P.M. Luncheon- Ballroom.

Conference Tables for Discussion of Special Topics.  
See listings on page xi. Sign up at Registration Desk.

2:00 P.M. Group Conference No. IV, "Working Administrative Relationships with our own Staff Members."  
See Chart on page xviii for group assignments.

3:00 P.M. Ninth General Session--Main Auditorium, Dean Juan Reid, Colorado College, presiding.  
Recapitulation of Group Conference No. IV by Group Chairmen or Recorders.

3:30 P.M. Annual Business Meeting, President Victor F. Spathelf, Ferris Institute, presiding.  
Report of the Committee on Nominations and Place--  
Chairman.

Report of the Committee on Resolutions--Dean Wesley P. Lloyd, Chairman, Brigham Young University.

6:30 P.M. Annual Banquet--Ballroom, President Victor F. Spathelf, Ferris Institute, presiding.

Invocation--Dean R. E. Manchester, Kent State Univ.

Toastmaster--Dean Arno Nowotny, University of Texas.

Speaker--Doctor David D. Henry, Executive Vice  
Chancellor, New York University.



THURSDAY, APRIL 9, 1953

- 7:30 to  
 8:30 A.M. Breakfast--Ballroom.  
 9:00 A.M. Tenth and Final General Session--Main Auditorium,  
 President Victor F. Spathelf, Ferris Institute,  
 presiding.  
 Discussion and Summary of Current Problems in the  
 Field of Student Personnel Administration.  
 11:30 A.M. Adjournment.  
 12:00 M. Meeting of Executive Committee.

TOPICS FOR LUNCHEONS TUESDAY AND WEDNESDAY  
 APRIL 7 and 8

1. Activities Administration--Director Glenn E. Mowers, University of Toledo
2. Administration of Villages of Married Students--Director John M. Yarborough, Stanford University
3. Community Relations--Dean Hurford E. Stone, University of California
4. Dormitory Problems--Mr. John L. Blackburn, Florida State Univ.
5. Foreign Students--Dean Erich A. Walter, University of Michigan
6. Fraternities--Dr. Clyde S. Johnson, Executive Committee, National Interfraternity Conference; Assistant to the Dean William S. Zerman, University of Michigan
7. Graduate Work in the Field--Dean E. G. Williamson, University of Minnesota
8. Housing--Professor S. Earl Thompson, Michigan State College
9. Independent Students--Assistant Dean Richard E. Hulet, University of Illinois
10. N.S.A.--Dean Dean Newhouse, Case Institute of Technology
11. Orientation Programs--Dean Cornelius B. Boocock, Rutgers Univ.
12. Phi Eta Sigma--Director James E. Foy, Alabama Polytechnic Institute
13. Placement Service in NASPA--Dean Fred H. Turner, University of Illinois
14. Professional and Honorary Organizations--Dean Robert W. Bishop, University of Cincinnati
15. Religion in a Well-Rounded Educational Program--Dean E. F. Bosworth, Oberlin College
16. R.O.T.C. Problems--Commandant Joe E. Davis, A. and M. College of Texas
17. Selective Service--Dean E. E. Stafford, Univ. of Illinois
18. Sharing Problems of New Deans--Dean Robert O. Shaffer, State University of New York (Oswego)
19. Special Student Problems in Municipal Universities--Associate Dean H. E. Stewart, Wayne University
20. State Organizations--Dean Maurel Hunkins, Ohio University
21. Student Aid--Associate Dean E. G. Curtin, Rutgers University
22. Student Employment--Director Charles W. Roberts, Univ. of Texas

## TOPICS FOR LUNCHEONS (Cont'd.)

23. Student Migrations to Athletic Contests--Dean Theodore W. Zillman, University of Wisconsin  
 24. Student Publications--Dean Robert M. Strozier, Univ. of Chicago  
 25. Veterans Affairs--Dr. Robert S. Waldrop, Veterans Admin.

## ROSTER OF COMMITTEES

Host Committee

Dean Tom King, Chairman, Michigan State College  
 Asst. Dean Robb Gardiner, Michigan State College  
 Asst. Dean Emil Leffler, Michigan State College  
 Dean Ray C. Pellett, Western Michigan College of Education  
 Dean W. B. Rea, University of Michigan  
 Associate Dean Harold E. Stewart, Wayne University  
 Assistant Dean John Truitt, Michigan State College  
 Assistant Dean Ellwood Voller, Michigan State College  
 Dean Erich A. Walter, University of Michigan

Wives' Committee

Miss Ann Heiss, Chairman, Michigan State Faculty Women's Ass'n.  
 Miss Mary Collopy, Michigan State Faculty Women's Association  
 Miss Maxine Nordberg, Michigan State Faculty Women's Association  
 Miss Willa Norris, Michigan State Faculty Women's Association  
 Miss Mabel Petersen, Dean of Students' Office, Michigan State College

Conference Reporter - Mr. Leo Isen, Chicago, Illinois

Committee on Nominations and Place

(Made up of all Past Presidents in attendance, plus three members elected by the Association. The senior Past President present serves as the Chairman.)

Dean Scott H. Goodnight, Univ. of Wisconsin,	1919 (1), 1928 (10)
Dean Floyd Field, Georgia Institute of Technology	1927 (9)
Dean H. E. Lobdell, Mass. Institute of Technology	1934 (16)
Dean W. E. Alderman, Miami University	1936 (18)
Dean Donfred H. Gardner, Univ. of Akron,	1938 (20), 1939 (21)
President James F. Findlay, Drury College	1940 (22)
Vice President J. J. Thompson, St. Olaf College	1941 (23)
Vice President J. H. Julian, University of South Dakota	1944 (26)
Dean Arno Nowotny, University of Texas	1947 (29)
Dean E. L. Cloyd, North Carolina State College	1948 (30)
Dean J. H. Newman, University of Alabama	1949 (31)
Dean L. K. Neidlinger, Dartmouth College	1950 (32)
Dean Wesley P. Lloyd, Brigham Young University	1951 (33)
President A. Blair Knapp, Denison University	1952 (34)



Committee on Nominations and Place (Cont'd.)

## Elected Members

Dean Frank C. Baldwin, Cornell University  
Dean Robert W. Bishop, University of Cincinnati  
Dean Fred H. Weaver, University of North Carolina

## Alternates

Dean R. C. Beaty, University of Florida  
Junior Dean William S. Guthrie, Ohio State University  
Dean Donald R. Mallett, Purdue University

Committee on Resolutions

Dean Wesley P. Lloyd, Chairman, Brigham Young University  
Dean F. R. B. Godolphin, Princeton University  
Dean Merrill E. Jarchow, Carleton College  
Dean Donald R. Mallett, Purdue University  
Dean W. B. Rea, University of Michigan  
Asst. Dean J. Leslie Rollins, Harvard Grad. School of Bus. Admin.  
Dean Frank J. Simes, Pennsylvania State College  
Dean J. J. Somerville, Ohio Wesleyan University

Committee on Public Relations

Asst. Dean Ellwood Voller, Chairman, Michigan State College  
Dean Robert E. Bates, Colorado Agricultural & Mechanical College  
Dean Ernest E. Hanson, Northern Illinois State College  
Mr. Broderick Johnson, Kellogg Center, Michigan State College  
Dean Otis McBride, Florida State University

Committee on Luncheon Topic Tables

Dean Carl W. Knox, Chairman, Miami University  
Dean John Shoemaker, University of Arkansas  
Dean R. William Cheney, Springfield College  
Dean Edwin M. Durand, Rutgers University (Newark Colleges)

Liaison Committee with A.A.C.R.A.O.

Jr. Dean William S. Guthrie, Chairman, Ohio State University  
Dean M. D. Helser, Iowa State College  
Dean O. T. Richardson, Ball State Teachers College  
Doctor Robert S. Waldrop, Veterans Administration  
Dean Erich A. Walter, University of Michigan

Liaison Committee with N.S.A.

Dean Dean S. Newhouse, Chairman, Case Institute of Technology  
Dean William G. Craig, Kansas State College  
Dean John E. Hocutt, University of Delaware

Liaison Committee with N.S.A. (Cont'd.)

Dean Carl W. Knox, Miami University  
 Dean Lawrence A. Riggs, DePauw University  
 Assistant Dean Robert H. Shaffer, Indiana University

Liaison Committee with N.S.S.F.S.

Dean Robert W. Bishop, Chairman, University of Cincinnati  
 Dean Dave Lawrence, University of Louisville  
 Dean Mylin H. Ross, Ohio State University

THE COMMISSIONS

Commission No. I  
Professional Relationships

Dean Arno J. Haack, Chairman, Washington University  
 Dean Theodore W. Biddle, University of Pittsburgh  
 Dean J. Broward Culpepper, Florida State University  
 Dean Clarence E. Deakins, Illinois Institute of Technology  
 Dean John P. Gwin, Beloit College  
 Dean W. B. Rea, University of Michigan  
 Dean Wesley Lloyd, Brigham Young University

Commission No. II  
Principles and Professional Ethics

The work of this Commission was completed  
 in 1952.

Commission No. III  
Development and Training of Student Personnel Administrators

Dean John H. Stibbs, Chairman, Tulane University  
 Director Vernon R. Alden, Harvard Graduate School of Bus. Admin.  
 Counselor Richard L. Balch, Stanford University  
 Associate Director R. B. Borreson, University of Minnesota  
 Ass't. Dean Thomas A. Graves, Harvard Graduate School of Bus. Admin.  
 Associate Dean Chaffee E. Hall, Jr., University of California  
 Dean John E. Hocutt, University of Delaware  
 Assistant Dean Richard E. Hulet, University of Illinois  
 Dean A. L. Keeney, University of Wyoming  
 Dean Paul MacMinn, University of Oklahoma  
 Executive Officer Glen T. Nygreen, University of Washington  
 Assistant Dean Robert H. Shaffer, Indiana University  
 Advisory Board  
 Assistant Dean J. Leslie Rollins, Harvard Grad. School of Bus. Admin.  
 Dean F. R. B. Godolphin, Princeton University  
 Dean Robert M. Strozier, University of Chicago



Commission No. IV  
Program and Practices Evaluation

Dean Robert B. Kamm, Chairman, Drake University  
 Dean I. Clark Davis, Southern Illinois University  
 Dean L. Dale Faunce, State University of Iowa  
 Vice President J. H. Julian, University of South Dakota  
 Director Edward Voldseth, Drake University  
 Dean E. G. Williamson, University of Minnesota

Commission No. V  
Relationships with the Field of Social Sciences

Dean Frank Piskor, Chairman, Syracuse University  
 Dean Frank C. Baldwin, Cornell University  
 Dean Clifford J. Craven, State Teachers College (Oneonta)  
 Doctor Lowell H. Hattery, American University  
 Dean W. Storrs Lee, Middlebury College  
 Executive Officer Glen T. Nygreen, University of Washington  
 Doctor Roy A. Price, Syracuse University

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CONFERENCE NO. I

"Working Administrative Relationships with the President"

Time: 3:00 P.M., Monday, April 6

GROUP I	Chairman:	Dean Marc Jack Smith University of Redlands
Institutions with up to 1,500 students	Recorder:	Dean John N. Stauffer Wittenberg College
	Interrogators:	Dean Sumner J. House, Carroll College Dean Lee Bowen Spencer Oklahoma Baptist University
Room 103		Dean Jack S. Sturgell College of William and Mary
GROUP II	Chairman:	Dean Robert S. Hopkins, Jr. University of Massachusetts
Institutions with 1,500 to 4,000 students	Recorder:	Dean A. J. Blackburn, Howard University
	Interrogators:	Dean Val Glynn, Montana State College Dean Anthony C. O'Flynn Loyola University (New Orleans)
Auditorium		Assistant Dean David W. Robinson DePauw University
GROUP III	Chairman:	Dean J. C. Clevenger State College of Washington
Institutions with 4,000 to 7,000 students	Recorder:	Associate Director N. Ray Hawk University of Oregon
	Interrogators:	Dean L. C. Woodruff, Univ. of Kansas Dean J. Broward Culpepper Florida State University
Room 104		Dean Daniel D. Feder, Denver Univ.

## CONFERENCE NO. I

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GROUP IV	Chairman:	T. W. Zillman
		University of Wisconsin
Institutions	Recorder:	Vice President Terrel Spencer
with 7,000		University of Houston
or more	Interrogators:	Director Geary Eppley
students		University of Maryland
		Dean R. F. McGuigan
		Northwestern University
Room 111		Assistant Dean Robert H. Shaffer
		Indiana University

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GROUP V	Chairman:	Dean Clarence E. Deakins
		Illinois Institute of Technology
Technical and	Recorder:	Dean Frank A. Grammer
Engineering		Newark College of Engineering
Institutions	Interrogators:	Dean Paul C. Eaton
		California Institute of Technology
		Director James E. Foy
		Alabama Polytechnic Institute
Room 101		Director Charles Duhig
		Brandeis University

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## CONFERENCE NO. II

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GROUP I	Chairman:	Dean Joe D. Farrar
		College of William and Mary
Institutions	Recorder:	Dean Lysle D. Leach
with up		University of California at Davis
to 1,500	Interrogators:	Dean R. O. Shaffer
students		College of Oswego
		Dean L. L. Gruman, Berea College
Room 103		Dean Jorgen S. Thompson
		Augustana College

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GROUP II	Chairman:	Dean Malcolm E. Musser
		Bucknell University
Institutions	Recorder:	Dean E. H. Rece
with 1,500		Emory University
to 4,000	Interrogators:	Assoc. Dean Byron C. Hayes
students		Lehigh University
		Dean J. W. Rollins
		East Texas State Teachers College
Auditorium		Dean John E. Stewart
		University of Maine

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GROUP III	Chairman:	Dean Donald S. Parks
		University of Toledo
Institutions	Recorder:	Mr. E. W. Clements
with 4,000		San Jose State College
to 7,000	Interrogators:	Director James E. Foy
students		Alabama Polytechnic Institute
		Director Philip Price
		University of Rochester
Room 104		Mr. Fred J. Vogel
		Florida State University



## CONFERENCE NO. II (Cont'd.)

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GROUP IV	Chairman:	Dean R. R. Oglesby Oklahoma A. and M. College
Institutions with 7,000 or more students	Recorder:	Dean John A. Brown, Jr. Temple University
	Interrogators:	Dean Russell A. Griffin Western Reserve University Dean J. E. Williamson University of Houston Counselor M. L. Huit State University of Iowa
Room 111		

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GROUP V	Chairman:	Dean Guy T. McBride The Rice Institute
Technical and Engineer- ing Institutions	Recorder:	Director Joe W. Guthridge Virginia Polytechnic Institute
	Interrogators:	Dr. Robert L. Nelson Massachusetts Institute of Tech. Dean Dean S. Newhouse Case Institute of Technology Mr. Vernon A. Wallace The Cooper Union
Room 101		

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## CONFERENCE NO. III

## "Working Administrative Relationships with the Controller"

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GROUP I	Chairman:	Dean George K. Brown St. Lawrence University
Institutions with up to 1,500 students	Recorder:	Dean John P. Gwin Beloit College
	Interrogators:	Dean Benson W. Davis John B. Stetson University Dean Robert Moore Arkansas State College Dean Ralph A. Young College of Wooster
Room 103		

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GROUP II	Chairman:	Dean Jay B. MacGregor University of Omaha
Institutions with 1,500 to 4,000 students	Recorder:	Dean E. R. Durgin, Brown University
	Interrogators:	Dean Rudolph D. Anfinson Eastern Illinois State Teachers Coll. Dean Richard R. Fletcher University of Virginia Dean B. L. Perry Florida A. and M. College
Auditorium		

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GROUP III	Chairman:	Director Lysle W. Croft University of Kentucky
Institutions with 4,000 to 7,000 students	Recorder:	Dean Dan Poling, Oregon State College
	Interrogators:	Dean A. Louis Slonaker University of Arizona Assistant Dean James B. Whitehead University of Cincinnati Father J. A. Rock, Georgetown Univ.
Room 104		

## CONFERENCE NO. III (Cont'd.)

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GROUP IV	Chairman:	Dean Foster E. Alter University of Miami
Institutions with 7,000 or more students	Recorder:	Dean Glen T. Nygreen University of Washington
	Interrogators:	Assistant Dean Paul H. Connole Washington University Assistant Dean O. D. Roberts Purdue University
Room 111		Dean Hurford E. Stone University of California at Berkeley
GROUP V	Chairman:	Associate Dean J. J. Pershing Georgia Institute of Technology
Technical and Engineer- ing Institutions	Recorder:	Dean W. J. Farrisee Clarkson College of Technology
	Interrogators:	Dean James G. Allen Texas Technological College Dean Ben E. David Carnegie Institute of Technology
Room 101		Director John R. Weir California Institute of Technology

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## CONFERENCE NO. IV

"Working Administrative Relationships with our own Staff Members"


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GROUP I	Chairman:	Dean Earl R. Papke Capital University
Institutions with up to 1,500 students	Recorder:	Dean Howard Hoogesteger Lake Forest College
	Interrogators:	Dean R. H. Knapp University of South Dakota Dean John W. Rawsthorne The Principia
Room 103		Dean George H. Ryden Oklahoma City University
GROUP II	Chairman:	Dean A. L. Keeney University of Wyoming
Institutions with 1,500 to 4,000 students	Recorder:	Dean Maurice J. Galbraith University of Ill. Professional Coll.
	Interrogators:	Dean O. H. Milam, Marshall College Dean Donald J. Robertson University of North Dakota
Auditorium		Dean Leslie H. Tucker Bradley University

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## CONFERENCE NO. IV (Cont'd.)

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GROUP III	Chairman:	Dean Ralph E. Dunford University of Tennessee
Institutions with 4,000 to 7,000 students	Recorder:	Dean Ray C. Pellett Western Michigan College of Educ.
	Interrogators:	Dean Dudley G. Fulton Northwestern State College Dean W. L. Penberthy A. and M. College of Texas Assistant Dean E. L. Saviers Kent State University
Room 104		

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GROUP IV	Chairman:	Mr. Albert Zech University of Southern California
Institutions with 7,000 or more students	Recorder:	Mr. Jodie C. Smith University of Oklahoma
	Interrogators:	Dean Harold W. Melvin Northeastern University Doctor Louis Schmidt Indiana University Director O. H. Williams University of Texas
Room 111		

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GROUP V	Chairman:	Dean Richard A. Waite, Jr. Rensselaer Polytechnic Institute
Technical and Engineer- ing Institutions	Recorder:	Dean William V. Burger Colorado School of Mines
	Interrogators:	Assistant Dean R. E. Cunningham Illinois Institute of Technology Dean Henry Q. Middendorf Polytechnic Institute of Brooklyn Dean Harold M. Myers Drexel Institute of Technology
Room 101		

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## MONDAY MORNING SESSION

April 6, 1953

The Orientation Meeting for New Deans and Directors and New Members, held in conjunction with the Thirty-Fifth Anniversary Conference of the National Association of Student Personnel Administrators, held April 6-9, 1953, at the Kellogg Center, Michigan State College, East Lansing, Michigan, convened at nine-thirty o'clock, Dean Robert M. Strozier, Dean of Students, University of Chicago, presiding.

CHAIRMAN STROZIER: I think we might as well get under way. We are two minutes late, and we want to get a sense of the urgency with which NASPA does its work. We do not sit around and waste time, as you obviously see from day to day, in this conference.

Actually, the nicest thing that I know about NASPA (which used to be NADAM), when some of us oldtimers first were members of it, is that we have always been able to handle serious problems and been able to handle them with some seriousness, but we never have taken ourselves too seriously. If we do not watch Fred Turner, the Secretary, he will work us to death, but we kind of push him back from time to time, and relax and have an air of conviviality and camaraderie pervading the whole conference. So we do not want to give you the impression that this is a high-powered work organization and that you have to think of deep problems all the time that you are at the meeting, because it is not.

We will approach some serious problems, and we will give them our earnest thought. We will also spend a little time in good fellowship, and we hope that you will call us all by our first names, and that you will let us call you by your first names. There is no formality in this organization, and the old and the young get together on an equal footing.

I think you can see the way the names are drawn for all the panels and the discussion groups, we just get as many people as we can participating in NASPA. We think it is good for them, and it is good for us.

As I said, we do not want to seem to be what we are not at all, which reminds me of a joke. This is part of the tradition too. We are going to be hard put, I think, in this convention because neither George Davis -- is George coming?



VOICE: He hopes to be here tomorrow.

CHAIRMAN STROZIER: Well George is not here, and he is one of the arch story tellers of this convention; and Bill Tate is another, and he cannot get here. So we have some good ones. Ed Cloyd here will carry his share of the burden but he needs the support of these other men to keep it at the level -- the low level (laughter) -- at which it has been in the past. As the man who got on the bus every morning in a suburb in Chicago, and just as he got on the bus he would cross himself. There was a man who sat across from him morning after morning, and finally one morning he said, "I've seen you from day to day, and I am really touched by your spirituality."

This man said, "What?"

He said, "I have really been impressed by the fact that you are so deeply spiritual."

The man said, "Well, what makes you think so? I'm not even a church man."

He said, "Well, as you get on the bus you make the sign of the cross every morning."

He said, "Oh that. I'm just feeling is my handkerchief here, my belt here, my fountain pen here, and my wallet here." (Laughter)

So don't believe everything you see at this meeting.

Now running through these Quizzers, I think I should introduce them, and I should tell you I am Bob Strozier, University of Chicago, old China hand.

I will introduce the oldsters first, like Ed Cloyd, from North Carolina State College. I am skipping Ted Biddle because he wired at the last minute that he cannot be here.

The next is Hagerman, who is from the University of Akron. Next is Eaton from California Tech, and the next is Don Mallett from Purdue; and the last is Fred Weaver, from the University of North Carolina, who is taking Ted Biddle's place in this meeting. He knows all the answers because this past year he had a grant from County Corporation to study personnel practices, and he went all over the United States, and he knows everything.

Starting over this way, the Freshmen, the first is

Whitehead, who is taking the place of Axtman of St. John's, who was not able to come. He is from Cincinnati. The next is Bitner who has come in from Hawaii. Next is Colbert from the University of Nebraska. Next is Longnecker from S.M.U.

DEAN WAYNE LONGNECKER (Southern Methodist University): Formerly lived on Lovers' Lane.

CHAIRMAN STROZIER: The next is Sours from Wichita.

We are not here this morning to do anything except tell you what NASPA is, and what NADAM used to be. We are not here to solve the internal administrative problems of all the colleges and universities in the United States; however, we have the round table set up for these more specific questions about your own problems. But these boys represent the new, and these boys represent the seasoned and the old -- well, I don't know, I won't say anything more -- the seasoned anyway, the ripened in wisdom.

I am ready at the present time to take the first question, either from the Panel or from the floor. Would someone on the panel like to pitch me one?

DEAN J. P. COLBERT (University of Nebraska): Mr. Chairman, I should like to ask the oldtimers -- first, let me say, I have wondered how I happened to get here. I presume these are all Freshmen?

CHAIRMAN STROZIER: Most of them. There are a few ringers (laughter), but most of them are new men.

DEAN COLBERT: Well I wondered, as I look out and see a bunch of gentlemen here who really need no orientation, I decided that Vic Spathelf, who put up with me for several years in Veterans Affairs, said, "I know one guy who is coming who certainly will have to be given the works," so I think that is the reason I am here.

Seriously, I would like to ask the panel of oldtimers this question. I presume that we gather here to discuss our mutual problems. Would they tell us, please, if this organization is able to, in its deliberations and work, take back things to our individual institutions and get work done on a national basis by getting our administrators to cooperate? Do we go into it that far, to try to get things done on a national scale, in the matter of student personnel?

CHAIRMAN STROZIER: Fred, we will start at the other



end. Would you like to comment on that one?

DEAN FRED H. WEAVER (Dean of Students, University of North Carolina): Yes, Mr. Chairman.

I went to the first conference in 1941 at Albuquerque, and was right much of a neophyte at the time. I suppose I entertained in my own mind the question of what kind of practical value would come from the conference. I think perhaps, considering it specifically in terms of what I learned of practical usefulness in my own institution, was at a minimum, but after going to several other conferences I began to look for a different value, principally the intangible value that comes from knowing persons engaged in comparable work in other parts of the country, and in other institutions, the value of which is cumulative. It grows with each year in its geometric proportions.

I think with each succeeding conference a delegate tends to appreciate more deeply the usefulness of the conference and the fellowship and association in carrying out his own work in his own institution.

I think this is not owing to the fact that he discovers techniques or methods, or a means of applying or of solving his problems back home, but he becomes one of a fraternity, a marvelous band of human beings engaged in the same work, from which he draws some consolation as well as inspiration.

So I would name as the first value, not going back home with new insight and new technique or a new way of going about the problem, but going back home with a new confidence in the work as a whole, a new stimulation derived from informal conversation with other deans, as well as from speeches on the program. But above all, a new dedication to the transcendental importance of the work which institutions assign to deans and their co-workers, the delegates to this conference.

The one word I would like to say to the neophytes is that if a person comes with a very stern and conscientious attitude that he must go back to his college or university with an enumeration of things learned and accomplishments to be put into practice, or ideas to be put into practice, if he feels a little discouraged that the value is not quite that specific, I would strongly urge that he forbear a little bit, because as one who brought that attitude to the first conference, I very quickly learned that the value of this Association is really inestimable. It cannot be classified, it cannot be enumerated. As a matter of fact, it cannot be stated, but I hope that I expressed the conviction which I genuinely have that it is indispensable in the

work that we do.

CHAIRMAN STROZIER: Thank you, Fred. Don, do you want to add something?

DEAN DONALD R. MALLET (Dean of Men, Purdue University): The group does not take any action which carries over to the local campus. There is a cooperative enterprise, in terms of the publications that come out, in terms of what we do here, but there certainly is no action taken which ties your hands on the campus or gives you a push to move ahead along with everybody else. That just is not in it, as far as I have been able to see.

CHAIRMAN STROZIER: I believe there was one phase of the question though that you asked, Colbert, that neither of you has touched on, and that is what the representation is nationally, that is, are we a national organization with some force. Did you imply that in your question?

DEAN COLBERT: Yes.

CHAIRMAN STROZIER: Or, are we just a bunch that gets together to exchange experiences, or do we carry weight on the national level? Do you want to comment on that?

DEAN MALLET: The answer is definitely yes. It is the only organization, made up as this group is, where it is institutional membership, limited to degree granting institutions, four year level; and I suspect in terms of personnel administration there is no group that speaks with greater authority or carries more weight than this particular group.

Is that your question?

DEAN COLBERT: Yes. Thank you. I appreciate that, particularly Mr. Weaver's explanation that we will get the most out of perhaps our personal contacts. I was hoping it would be that way. I have had a lot of help already out in the lobby.

CHAIRMAN STROZIER: Would the other members of the panel share Fred Weaver's sentiments?

DEAN PAUL C. EATON (Dean of Students, California Institute of Technology): In regard to the second part of that question, there is one thing perhaps that lies in between these two points, both local and national. I think most of you will find that when you go back to your own campus you will retain some ideas that have been discussed pretty fully here. When you come to try to apply them locally, it is a mighty fine thing to have



this organization behind you. I think this will come up in many of the discussions today about relations with the President. You can go in and say, "I think this is a good idea, and I think about 200 other people in convention assembled have endorsed the idea." And it carries more weight and makes things easier locally.

CHAIRMAN STROZIER: Ed, do you want to add anything to that?

DEAN E. L. CLOYD (Dean of Students, North Carolina State College): I am like the senior in class. I think that everything has been said that needs to be said on this. (Laughter)

CHAIRMAN STROZIER: What about another question?

DEAN JAMES K. SOURS (Director of Student Services, University of Wichita): Last year I attended a meeting at Colorado Springs, and there seemed to be expressed informally the attitude that the problems that would be discussed by the NASPA conferences would be of a rather general nature, dealing with the problems of administration of a personnel program.

Is this the reaction of the group, or can we expect through our programs to hear more specific things, like counseling problems.

DEAN GORDON A. HAGERMAN (Assistant Dean, University of Akron): Yes, I think you can. I think both those purposes will be served. I have found that most of the discussion in the large meetings is rather general, which I think it must be, because as has been mentioned before the implementation in your own situation is of necessity much different, even though you have two comparable schools. What may work at another place may not work in your own situation.

I think you get the statement of the general problem, and then I have found that it is a relatively simple matter to meet with a smaller number in the lobby, in your room -- there is usually ample time to do so -- where the specifics of these things come out.

CHAIRMAN STROZIER: These luncheon meetings too are set on Tuesday and Wednesday for people to be able to talk about the things that are on their minds in specific areas. I do think that we found about three or four years ago that we were spending too much time in general meetings with specific questions. We made a conscious effort in the planning of the program of three

years ago to make the general meetings more general in tone.

There were a few deans who talked too much -- in fact, all of them talk too much (laughter), but there are always a few who dominate the floor in such sessions. They will say, "I will tell you we had a fraternity boy who did so and so," and by this time you have wasted, when you get the one problem out, a half an hour and maybe it is not applicable to a half dozen situations. But there should be a situation in which you can discuss --

DEAN SOURS: Is NASPA different in this respect from other such organizations?

CHAIRMAN STROZIER: There is no such organization as NASPA. (Laughter) You mean the conduct of conventions?

DEAN SOURS: Yes.

CHAIRMAN STROZIER: Yes. I think this leads to the inevitable question. It is two-pronged really. One, why are we NASPA instead of NADAM? Why did we change our name? Second, why don't we belong to this three-ring circus that went on in Chicago last week, that is concerned with personnel, where 2,000 people registered at the Hilton Hotel? Would you like to try that one, Brother Cloyd?

DEAN CLOYD: Well, I cannot help looking back at the time when we were not as big as we are now. Years ago, we were just a small group that met at one little hotel in Gatlinburg and there wasn't anything else there. Then we sat around, mostly in informal session, and swapped experiences. But we have outgrown that and finally came to the place where some of the young fellows thought we ought to take in more of the personnel point of view, and that is what we are trying to do.

We were originally the National Association of Deans and Advisers of Men, and some four or five years ago we changed our name to the National Association of Student Personnel Administrators, which takes a long time to say. (Laughter) But the feeling was that we were too exclusive and therefore we ought to widen and take in more of the personnel point of view. But I still think that we gain a great deal by not joining in the largest group that has all these three or four ring circuses going on at one time, from what little experience I have had. I have attended only one or two of those meetings, and I came away feeling I did not get much to carry back home or keep in my mind. But this group has not grown yet to the place, as I see it, where we cannot get this real insight into some of the problems that



face us as dealing direct with students. I do not know that that is the answer, but that is the way I feel about it.

CHAIRMAN STROZIER: Does anybody want to add to that?

DEAN MALLET: Having spent last week in Chicago, I might say a word, Bob.

CHAIRMAN STROZIER: You look like you lost weight.

DEAN MALLET: There is a homogeneity that you get in this group that you do not get in the other groups. There is a feeling of all having the same interests and problems here which you do not get there. I think that ties in with the question you asked, Sours, that here we deal with the administrative problems we all face, on a practical level, and the general way to be sure of a practical level and get away from too much theory.

I would like to emphasize that, Bob, that that is the approach we take: How does the thing work? What do we do? What is best for the institution?

CHAIRMAN STROZIER: Yes, I think we faced, both when we changed the name and when we made the final decision not to join the larger convention, the fact that we represented an administrative group, and that there is a place, we feel, in the educational world for both an administrative group, or I should say a group of administrators, as we represent; and, second, for the people whose primary interest is psychology, personnel, counseling and so forth. Many of them are interested in research in this field and the study of the problems, but not the study primarily of administrative problems. This is the concern of this group, the primary concern, I should say, of this group.

DEAN SOURS: Mr. Chairman, I do not want to monopolize things here, but I would like to ask one more related question about the machinery for developing the programs, and, if one has something to suggest that he would like to have discussed, how he goes about this.

CHAIRMAN STROZIER: Well, de facto, it is done by Fred Turner; de jure, it is done by a committee. (Laughter) Actually Fred is a tower of strength as we all know, by being virtually the permanent Secretary of this organization; and since he sends us the NASPA Breeze, the publication which tells us about what is going on in the field and about each other, and so on, from time to time, we have really made him the fountainhead of information

and the dissemination of ideas and so forth, and nobody works any harder than Fred in seeing that we all keep knowing each other, keep in touch with each other, that the things we want discussed get discussed. So it is very easy to pass on to the administrative officers of the organization the types of things we would like on the programs, and more particularly to the Executive Secretary.

Does that answer it?

DEAN SOURS: Yes.

DEAN W. M. LONGNECKER (Dean of Students, Southern Methodist University): I am not interested in starting a debate, but I am wondering -- let's be specific.

I got moved from a professorship into a Dean of Students' job without any background except that I have been teaching school for a long time. And I wonder how far behind the 8-ball I am compared with a bunch of people who have had special courses in how you handle weighty student problems, and all such as that? (Laughter)

CHAIRMAN STROZIER: I am a very sympathetic person. I am just a French teacher myself, so I wouldn't know. (Laughter) But maybe some of these people down the line would. Eaton, what do you say about that?

DEAN EATON: I think our friend here is in front of the 8-ball. (Laughter) I am handicapped by theory. Beyond that, I think there is nothing further to say. (Laughter)

CHAIRMAN STROZIER: Did you, in your own experience, have training in the personnel field for the job?

DEAN EATON: Somebody waved a wand one morning, and by evening I was a dean. This has been our general experience, except with very little experience as has been indicated by academic association over the years.

CHAIRMAN STROZIER: I think it is interesting how few have prepared in the field. I am sure that some of the problems would be easier if you had, but most of us came in through the back door, and unintentionally found ourselves in the field.

Commission III, however, which will report tomorrow afternoon, has a very good statement. I happen already to have read the statement of Commission III on the training of people,



and I think you will be interested in what Commission III has to say.

I do not want to imply by any levity that I do not think training is good. I think you can be over-trained and you can also be under-trained, and if you are under-trained you have to learn the hard way, and sometimes the hard way is awfully hard. But I believe most of the people in the organization do not think you have to have a Ph.D. in personnel administration to be a reasonably good administrator.

DEAN JAY B. MacGREGOR (Dean, Student Personnel, University of Omaha): How new are you?

DEAN LONGNECKER: Last summer?

DEAN MacGREGOR: You should know that to be a dean is the lowest form of academic life.

DEAN LONGNECKER: I have been told that.

DEAN JOHN A. BROWN, JR. (Dean of Men, Temple University): The phrase has been used several times "other personnel administrative groups," and I think one of the big problems for a new person who has come in from a professorship, as I did, is how many of these groups are there. We get sunk in alphabet soup, and we wonder which we should be members of, and which we should not. I wonder if someone would give us a thumbnail sketch of which are the important groups in student personnel administration, and how they are related, if at all.

I looked at the material for the Chicago convention, wondering if my institution was a member of some of these, and my distinguished predecessor had files which leak evidently, because I searched his files madly and find no information about any of these groups. (Laughter)

CHAIRMAN STROZIER: Who would like to answer that question?

DEAN WEAVER: I suggest that you answer that one, Bob, and I would like to comment on it afterwards. I think you are the best person to comment.

CHAIRMAN STROZIER: The organizations to which we might be invited would be this one, of course, for the administrative group, and the College Personnel Association. I and my organization belong to both of those.

The man on my staff who is in charge of vocational guidance and placement belongs with the institution to the MVGBQ, or whatever it is, something of that kind. What is it?

DEAN MALLET: NVGA, National Vocational Guidance Association.

CHAIRMAN STROZIER: That meets, of course, with the CPA.

DEAN MALLET: That is part of the APGA.

CHAIRMAN STROZIER: That is the American Personnel and Guidance Association. That is the new name for what used to be the CPA, Certified Public Accountant. (Laughter) CPA is College Personnel Association. It included the American Vocational Guidance Association, the National Association of Deans of Women, and one or two smaller ones.

DEAN MALLET: There was something of Teachers Colleges, the personnel people in Teachers Colleges, and the Rural Personnel.

CHAIRMAN STROZIER: Yes, and Rural Youth.

The Deans of Women have pulled out of this organization I think as you know. They had their last meeting with the group in Chicago this year. They will meet in Washington next year, and the AGPA will meet in Rochester, New York. So this is the last, I assume, of the tremendously large organizations.

But I believe those are the main organizations, unless you get into things like the American Psychological Association. They are more oriented to the professors and research people in the field of psychology itself.

DEAN WEAVER: Mr. Chairman, I think we should acknowledge, the questioner stated he did not want to start a debate, but this is a continuing debate in this Association and other associations, and so it is somewhat like the continuing debate between the progressive education people and the traditionalists. There is no way to avoid it, and there are extremes in both schools.

But the ambiguity which confronts a man who has to decide to which organization he will give his loyalty and support is something that confronts us all. This is also true in the aspect of training for deans. There is a good deal of uncertainty as to what constitutes the optimum preparation for functioning as a dean. In fact, I think no one is really quite



convinced that either the professional and specialist approach, or the human layman approach is perfect. So somewhere between the two each man tries to effect the proper synthesis in terms of his own aptitudes and abilities and in terms of the requirements of his own situation. But this confusion between the extremists -- the ultra-amateur on the one extreme, and the ultra-professional on the other -- is a continuing thing and adds considerable vitality to our annual meetings.

So I would just suggest that you try to help in these Commission projects, which Bob Strozier referred to. There are two, one on the training of deans and one on relations between this Association and other professional associations, which is constantly before us, and you can be a very constructive factor in this meeting, if you will put your mind to this problem.

CHAIRMAN STROZIER: We do not mind the debate at all. It is a good idea.

DEAN COLBERT: I too do not wish to monopolize the questions, but Mr. Strozier, you just mentioned that the Deans of Women have pulled out of the larger organization. You mean the one that met in Chicago?

CHAIRMAN STROZIER: Yes, that is right.

DEAN COLBERT: This is probably a facetious question, but it is my understanding, as an innocent freshman, that our ladies are a little bit worried -- how much of this is going to be on the record? (Laughter)

CHAIRMAN STROZIER: This is an informal discussion, and anything can be off the cuff that you wish.

DEAN COLBERT: I would hate to go home and find myself quoted.

CHAIRMAN STROZIER: You will be whether you say it or not, so it doesn't matter. (Laughter)

DEAN COLBERT: I am surprised that the ladies have not knocked at the door to get into this organization, as lady administrators. That is perhaps putting it facetiously, but seriously, I understand that some of our good deans of women seem to be worried that deans of students, or deans of divisions of students are going to push the dean of women down into a subordinate place. I would like to hear that discussed. I notice we have no deans of women here.

CHAIRMAN STROZIER: Actually, we have discussed this one at length. (Laughter)

DEAN COLBERT: Maybe we shouldn't go into it.

CHAIRMAN STROZIER: No, no. I think we should. Last year, when the discussion went on concerning the name NASPA, it was pointed out, and I believe it was underscored by the vote of the convention, that this was for administrators, personnel administrators in colleges and universities; that the membership is along institutional lines, not personnel lines; and that there was nothing at all to prevent the women administrators from attending as the representatives of the schools. In fact, one reservation was made and later canceled by one of the women administrators, and some of the others have considered coming into the meetings, but I believe that there are not any registered so far as I know at the present time. But this is something that has been met, and I believe an answer given to it, in the organization.

The Deans of Women have had a strong and continuing organization, and most of the women have preferred to go to the Deans of Women's organization.

This may need amplification. I should say that last year, Scott Goodnight, who was one of the first deans and one of the founders of this organization, spoke briefly at luncheon at Colorado Springs and when he got up -- it was the first time that he had been to the convention since it was called NASPA instead of NADAM -- he said, "Gentlemen of NASPA and MA," (Laughter) to indicate his feeling on the subject.

I think this answer may be too brief. Would any of you like to amplify that? Any of the old China hands in the audience who would like to say something on this subject? Hurford, do you have anything to add to that?

DEAN HURFORD E. STONE (Dean of Students, University of California): Let's have the hope that the institutions have the good sense to send men to this organization. (Laughter)

CHAIRMAN STROZIER: You see, we are perfectly impartial and objective about this. (Laughter) One of the things for which we are noted is objectivity. (Laughter) Any other comment to be made on this? Okay. Are there other persons? We do not want to confine it to these boys. They have been thinking about it, but they do not necessarily have to ask all the questions. Bitner, anything on your mind? You came a long way to attend this meeting



for the first time, from Hawaii.

DEAN HAROLD M. BITNER (Dean of Students, University of Hawaii): I have had my two questions on history answered. I have one on plans that may not belong here, but tell me if it does not.

People who come from as far away as I do would appreciate it, I think, if we could organize the schedule of meetings a little further in advance than one year. Perhaps that should not be brought up here, but I would like to throw that out for consideration some place along the line, because it is pretty difficult to make plans to come 5,000 miles.

CHAIRMAN STROZIER: Yes. I do not know that this question has ever been asked before. I have not had it discussed. The usual procedure has been to plan at one convention for the next annual convention. It is perfectly in order to bring this question up and to make plans, say two years in advance. I do not know any reason particularly why we should not at least choose the time and place for meetings.

DEAN BITNER: It just occurs to me, if that could be done, some of us would be benefited.

CHAIRMAN STROZIER: It may be a very good idea. We try to make a plan so that the people who do want to go to the Personnel Association and this can blend one into the other, if they come long distances, as this meeting was last week, was over on Thursday, and then there was the weekend, and our meeting beginning today. Quite a number of people do attend both, and we move as fast as we can on choosing a date for that, and we try to avoid Easter weekend of course. There are several considerations in the choosing of the date, but let's bring that up to the Executive Committee.

Do you have another question?

DEAN BITNER: No.

DEAN SOURS: What if any placement services are rendered by this organization?

CHAIRMAN STROZIER: Fred Turner, as the Executive Secretary, keeps a running file of the positions that are open and the people who would like to have positions, and he constantly sends to all of the member associations the data, without the name of the persons who want jobs, and he tries to keep all of us informed.

DEAN PAUL H. CONNOLE (Assistant Dean of Students, Washington University): There is a luncheon on that, No. 13.

CHAIRMAN STROZIER: That will be discussed there. But he does keep this file.

DEAN SOURS: There is nothing at the convention here though?

CHAIRMAN STROZIER: There is no office set up at the convention for this particular thing.

DEAN HAGERMAN: Fred will entertain those though.

CHAIRMAN STROZIER: If you do not know who does anything, ask Fred. He does most of it.

DEAN HAGERMAN: Didn't you pick up a mimeographed four or five pages at the registration desk? I think maybe one of the gentlemen has it there. There is a portion of that which describes the placement which might help you a little bit.

DEAN SOURS: I received one, but did not have an opportunity to read it.

CHAIRMAN STROZIER: It is a good service, and constantly kept up.

DEAN WILLIAM D. SCOTT (Director, Student Center, West Virginia University): What is the place of the colored institutions in this organization?

CHAIRMAN STROZIER: They are eligible for memberships. They have come. I have not seen any here, but we have members, so there is no problem about that at all. I believe Howard's representative was there last year, was he not? He made application, I believe, but did not come.

Any further questions? Do you know everything now about NASPA that needs to be brought out that we can tell in public?

DEAN MARC JACK SMITH (Dean of Men, University of Redlands): It was a big help to me, when I first started coming to this thing, one of the things that I think the organization does the most help is that the older members are willing to help freshmen and younger members in exactly the problem you were talking about a while ago, of coming into this thing as a faculty member.



If you have headaches along various lines, my experience has been the best thing to do is to find somebody with an institution something like yours, or not, and just sit down and talk with him, and say, "Here are some of the headaches I have. Do you have any suggestions along that line?"

My experience has been that everybody is very helpful. While the meetings are based on generalities and general problems, if you have specific problems that you want to find out something about, my recommendation is that you get four or five guys into a corner, or sit around the luncheon table with them, and bring it up and talk it out. You often get some very good ideas that way.

CHAIRMAN STROZIER: These conferences by schools of the same size are oriented in that direction, because the problems of the big university are often quite different from those of the small college, and that is why we try to break down into these similar groups where similar problems are likely to be brought out.

DEAN RICHARD R. FLETCHER (Director of Student Affairs, University of Virginia): What are the policies in regard to regional and state organizations? I see frequently in the "Breeze" references to organizations or conferences held by localities or by states or regions. Is there a national policy regarding those meetings.

CHAIRMAN STROZIER: "Shorty", you want to answer that question?

DEAN ARNO NOWOTNY (Dean of Student Life, University of Texas): No. (Laughter)

CHAIRMAN STROZIER: Just like that. (Laughter)

Who wants to answer it on the panel?

DEAN O. T. RICHARDSON (Professor of Education and Director of Student Counseling Service, Washington University): We are going to talk about that tomorrow at two-thirty, "Professional Relationships."

CHAIRMAN STROZIER: Our relationships have been cordial with regional organizations. There are no formalities, as far as I know, between the regional organizations and ours.

DEAN HAGERMAN: They are encouraged, certainly.

CHAIRMAN STROZIER: They are encouraged, but there is nothing more than encouragement given to it.

DEAN ROBERT E. CUNNINGHAM (Assistant Dean of Students, Illinois Institute of Technology): How is the work of the Commission set up? How do they get a problem, and how do they handle it? What is the work of the Commissions?

CHAIRMAN STROZIER: This is a very good question, and it requires a comprehensive answer. Ed, I think you could answer that question. Weren't you on the Executive Committee when these subjects were chosen?

DEAN CLOYD: No, that is since my day.

CHAIRMAN STROZIER: Who would like to answer that question? Well, I will answer it myself. (Laughter) It will probably be incorrect. (Laughter)

We decided that in order to profit most, and have continuity in the study of subjects of interest to most of us, that we should set up commissions with chairmen and activity committees who had something more than ad hoc responsibilities to study the questions of a general nature which applied to the whole field, regardless of whether the school was small or large; that they should cooperate and work with the administration of the various universities and colleges in trying to set up programs and strengthen the Association.

Last year I believe was the first time that there were commissions with actual reports to the convention, and tomorrow afternoon, I think it is, there will be the report from the Commissions and the progress they have made this year. I do not want to anticipate any of it, but I know that some of them have done extremely good jobs in handling these problems of a general nature that will be helpful to all of us.

The subject matter is chosen for each Commission by the Executive Committee, and approved by the Convention, and the support of the national organization is given to their work.

DEAN HAGERMAN: One thing in addition. The length of time. There were four Commissions I think appointed in '51, of which there are three still functioning. One, the Commission on Ethics, I believe, was resolved last year after a study of one year and their commission had been done. They came up with a set of principles which was adopted at the '52 meeting, and the Commission was thus resolved, so the one is defunct and the others are still on the books.



DEAN CUNNINGHAM: Some are listed as continuing, I notice, and some as completed.

CHAIRMAN STROZIER: Yes. We found that Ethics was no problem for NASPA. (Laughter)

DEAN COLBERT: Mr. Chairman, if you will pardon the personal reference, as well as the new green beans, I came into the deanship after some eight years of administrative work at my own institution in veterans affairs. In the problems in dealing with the federal government and with the Veterans Administration, we relied a lot of course upon the American Council on Education, the Association of Land Grant Colleges, the National Education Association, the American Association of Universities, and so forth, because they carry weight on the Hill.

Does this organization have entrée to the American Council on Education and those others, when we feel as a group of administrators that there are things which should be brought to their attention? This matter of federalization of education -- that is a poor term -- but with the G.I. bill and ROTC programs, the federal government entering more and more into what has historically been a function of the state -- I am going to disclose my politics a little bit, I am afraid. But where does NASPA stand? Does the American Council, the American Association, and so forth listen to us if we go to them in the form of a resolution?

CHAIRMAN STROZIER: This is a reasonably delicate question I think. We are not a pressure group. We have not operated as a pressure group, but we have made our stand known on some important issues, and I think with some effectiveness from time to time.

At the last meeting in Colorado Springs, a year ago, the group went on record as not favoring Public Law 550. It seemed to discriminate against the private institutions, and the public institutions were perfectly willing to cast their vote as not approving this law, as it was set up to become operative. The law was subsequently passed, as you know, and is operative, but the organization made its feelings known through the American Council on Education. It has done so on some other occasions, but I would say we are not a pressure group. Does that answer the question?

We feel we have the right to do that, that we can speak as a convention on public issues, but we have not done so repeatedly. Is that a fair statement, a fair answer to that question?

I see no reason why any issue, such as federal aid to education, should not come up on the floor at any time, if it seems wise and timely to bring it up, and to ask an expression of opinion of the convention.

DEAN SOURS: This may depend a lot on individual and local situations, and if there is a general pattern of relationships between people in personnel administration and other aspects, such as the counselor training programs of colleges. We just had a visitation by AACTE and they looked very closely at the liaison between our college of education and our student personnel services.

At our institution we do not, for example, tie in very closely in supervision of that program, from the personnel standpoint. We do not consider it as a part of personnel services directly at least, the activities of admission in the registrars office. Perhaps we should. I was just wondering about this.

CHAIRMAN STROZIER: Fred, I think you would be a good one for that question. You have been recently about the country so much.

DEAN WEAVER: I think this Association is divided into three attitudes, those who believe in the personnel point of view, those who do not, and those who are somewhere in between, and there are large numbers in the middle group. There is a standardized concept. There is a stereotype of organization for personnel workers.

It is clearly articulated by the pamphlet published by the American Council on Education called "Personnel Point of View." It has been clearly stated and enunciated in conferences here by spokesmen of that point of view. It calls for the coordinated organization of persons working in the personnel services. It calls for the integration of these activities under a common philosophy which is characterized by such language as educating the whole student, or meeting his needs. It calls for the professional training of these persons, so that they are competent to counsel or to engage in vocational placement, or to advise foreign students, or to be resident advisers or whatever they may be.

It calls for a program of education so that in the divided administration of a program, instead of one person doing it, the oldtime dean sitting behind the desk talking to the student (of which Dean Briggs of Harvard, or Gaus of Princeton would be examples), the late deans -- since it is divided into



specialized groups of placement and counseling and health service, and orientation, and what not -- there should be a common philosophy of guidance pervading the organization.

Now this is stated as an ideal by the proponents of the personnel point of view. It is accomplished, it is in fact a reality in some places, but it would be impossible for this to be universally applied because of well known difficulties in the way of it. So you can acknowledge that as one of the possibilities. Some acknowledge it as one of the ideals, but you could not say that it is the practice everywhere.

CHAIRMAN STROZIER: Any of you like to supplement that? That is a good statement, Fred. Anybody like to supplement that statement. This is a very difficult question. It is one that we have been talking about for a long time, and I think will continue to talk about, because we are not all of a mind on the answer to this question.

DEAN MALLET: Within the group we cover the whole spread, the whole gamut from one extreme to another, in terms of institutions.

CHAIRMAN STROZIER: That is right. That is right, but as Fred points out, we have never really set up a blueprint of what is the ideal dean of students, have we? Or the ideal dean of men, and what should his background, training, and experience be? I mean the human factor enters the thing so much, and the local situation, the effectiveness of the person. There are so many subtle factors that enter all of these situations, that is extremely difficult to get a blueprint, but I think we are still talking about what is the optimum, in so far as we can disassociate it from personalities.

DEAN CUNNINGHAM: I have a question on history. I understand this is the Thirty-Fifth Annual Convention. Is that right?

CHAIRMAN STROZIER: Yes.

DEAN CUNNINGHAM: And the cornerstone is probably obscured by ivy now. I wonder where the first convention was held and who started the first group?

CHAIRMAN STROZIER: Who is the oldest? Beaty, you ought to be able to answer that question. You have been here as long as anybody that is in the room now.

DEAN R. C. BEATY (Dean of Men, University of Florida): I think the five original men of this organization were Good-night of Wisconsin, Coulter of Purdue, Clark of Illinois, and Nicholson of Minnesota, and one other. Who was the other?

DEAN MALLETT: Rienow of Iowa, and Bursley of Michigan.

DEAN BEATY: They met in Wisconsin, I believe, and that is where the thing started. That was in 1919.

CHAIRMAN STROZIER: The first meeting was at Wisconsin, yes.

DEAN BEATY: I think the minutes will show where it started.

DEAN J. D. LEITH (Associate Dean of Students, Lehigh University): This is a little off center, but it was suggested by one of the questions that came from the panel, with regard to an organization that has been a good deal of help to me, and that is the meetings of the Orientation Week Directors, which have been going on here in the middle west for several years. I wonder if Dean Don Mallett would give a little thumbnail on that.

CHAIRMAN STROZIER: Don, would you?

DEAN MALLETT: It is probably the loosest organization of any that I have ever belonged to.

CHAIRMAN STROZIER: Define the word "loose". (Laughter)

DEAN MALLETT: You can take that in any way you want to take it. It still applies.

CHAIRMAN STROZIER: I think NASPA is looser. (Laughter)

DEAN MALLETT: It is a group of people interested in orientation, which meets in the fall. They deal purely with the problem of orientation. It more or less complements the sessions we have here. Last year I believe we had a session of orientation -- or was it the year before?

CHAIRMAN STROZIER: Last year.

DEAN MALLETT: We had a session on orientation of new students. The orientation group has no formal organization whatever. If any of you are interested in coming to the meetings, you can get in touch with Bill Guthrie at Ohio State, or myself



and we will see that you are notified when the meeting is and where. It is usually not set up until two or three months ahead of time, and there are no officers. It is purely a bull session type of discussion, which I think has yielded some very definite benefits to those of us working in orientation programs.

Is that what you meant, Leith? Is that what you wanted covered?

DEAN LEITH: Yes. Thank you.

DEAN MALLETT: It started seven or eight years ago, when some of us met at Ohio State with Guthrie and Croft and myself, and the fellow from up at Michigan -- I cannot think of his name, their orientation director.

CHAIRMAN STROZIER: Who is your orientation director, Erich?

DEAN ERICH A. WALTER (Dean of Students, University of Michigan): Parker.

DEAN MALLETT: That is it. That is the history of it and what it does.

CHAIRMAN STROZIER: I attended it once at the University of Illinois. I thought it was a good organization. It is now ten-thirty.

DEAN STONE: I do not want to pose any new question, but to help you out in this lull in the program. May I call your attention to the fact, gentlemen, that there are a series of conference sessions scheduled on Tuesday and Wednesday. I call your attention specifically to Session III on Community Relations, of which it is my high honor to be the moderator. My roommate and myself at the present time are the only two signed up for this luncheon session. (Laughter)

We have some very stimulating and entertaining possibilities for discussion: Should we, or should we not have any relations whatever with the community? What about the police? Our police tell me that there are all kinds of relations going on in my community which they do not approve of. (Laughter)

If there are those of you who would be interested in that, get in touch with me.

CHAIRMAN STROZIER: That sounds like advertising. He

is trying to color it a little bit and give it an evil tone.  
(Laughter)

DEAN NOWOTNY: I did not want to commit myself a while ago when you called on me, because I was half asleep and did not hear the question. I find myself now wondering whether we should humanize the scientist, or simonize the humanist. (Laughter)

I think we ought to adjourn on a very pleasant note. I remember that Vic Moore taught me most of the things that I know about administration. I had several courses in it, and I thought I knew all the answers then.

The dean of women came to our office one day, and she was pretty mad because one of our young men kept a lady out an hour beyond the deadline of midnight, or whatever it was. She said the young man contributed to her delinquency and she wanted me to do something about it. It was past one o'clock when he got the young lady in, and the deadline was twelve o'clock. In Chicago you don't have any rules, and I realize that it is difficult for you to get the point of the story. (Laughter)

I called this boy in and sat him down and I read him the riot act, about contributing to the delinquency of this young lady. Finally I remembered reading something about indirect guidance, and I thought, "I'd better shut up and let him do the talking." I said, "Well, what do you think now?"

He said, "Dean, it was a beautiful night, the moon shining out on Lake Austin was very beautiful. This girl was beautiful, and I forgot about the time. And I think a lot about her, Dean." He said, "You understand, don't you, Dean?" He looked me over, and said, "No, I don't think you do." (Laughter)

I have one Easter story, and then I am going to sit down, Bob. (Laughter) This is an Easter story.

This lady could not help seeing this boy come on the train with a little box on his lap. She finally said, "Young man, I bet you have some Easter eggs to take to your grandmother."

"Nope."

She said, "I bet you have come cookies."

"Nope."

Finally she noticed something wet. She rubbed her



finger along the wet spot and said, "Pickles?"

He said, "Nope, puppies." (Laughter)

CHAIRMAN STROZIER: Now that "Shorty" has been waked up, the Conference has been given its true pitch, (laughter) by "Shorty."

DEAN WEAVER: This is the Nowotny School.

CHAIRMAN STROZIER: Yes, this is the Nowotny School in the convention. He keeps us from taking ourselves too seriously, as I said at the outset.

I think this has been a good session. We have a few minutes before the opening of the general session this morning, but I do not want to work you too hard the first time. If any of you men have come in since we started, we want you to know that when we say "Welcome" we really mean it, and we want you to be on a first name basis. We want you to feel free to ask questions, and after the session is over, and you are traveling around, the ones of us who have been in organizations for a long time want you to drop in our offices and see what we do, and ask questions, and write for materials. We have a lot of correspondence back and forth between this organization. We do not come and see each other once a year, and then wait until the next year. We really keep in touch with each other throughout the year, and I think you will find it is the most helpful group of all.

If you want to find out what is happening on ten other campuses quickly, you can find out and get a frank answer. It has been very helpful to many of us in things we have met along the way.

I hope you have a wonderful time during the convention, and that you will be back for years and years to come.

That is all.

... The Orientation Meeting adjourned at ten-thirty-five o'clock ...

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## MONDAY MORNING SESSION

April 6, 1953

The Opening Session of the Thirty-Fifth Anniversary Conference of the National Association of Student Personnel Administrators, convened at eleven o'clock, President Victor F. Spathelf, Ferris Institute, presiding.

PRESIDENT SPATHELF: The Thirty-Fifth Anniversary Conference will come to order. Reverend Father Anthony C. O'Flynn, Loyola University, will pronounce the invocation. Father O'Flynn,

DEAN ANTHONY C. O'FLYNN (Loyola University, New Orleans) O God, Eternal Truth, send forth Thy spirit and Thy blessing on this Thirty-Fifth Anniversary Conference of the National Association of Student Personnel Administrators.

Teach us who work with Thy most precious human possession, immortal souls, to introduce Thy students to their proper world, the intellectual life, to ask them to think, to train them to reason correctly, to invite them to the friendship of great and good teachers, to teach them to move freely and intelligently among great books, to find themselves at home with the arts, the sciences; to discover their aptitudes for particular vocations, for specialized professions, to become lovers of natural wisdom through philosophy, of supernatural wisdom through theology, to be free citizens in a free world of the mind and the soul, for this is the essence of liberal education, this is the promise of education for truth. Amen.

PRESIDENT SPATHELF: Though this conference began officially just a moment ago, I am sure that there are a goodly number for whom this conference began yesterday afternoon. I think we had some 115 folks in yesterday afternoon, if my memory serves me correctly, and you may know that over 200 of you are presently registered, with great numbers to yet be officially registered.

Those of you who were here yesterday I am sure became very well aware of the splendid hospitality, the fine sense of friendliness which is apparent here as we are the guests of the Michigan State College in this beautiful Kellogg Center.

For most of you, it may seem a bit unnecessary that we would have an official welcome, because you are already made welcome, but I am sure we would have it no other way than to have our good friend, Tom King, our official host for this conference,



extend to this Conference officially the official welcome. Tom.  
(Applause)

DEAN TOM KING (Dean of Students, Michigan State College): President Vic, Friends: I am most happy this morning to not only say good morning to all of you fine people, most of whom I have known for some time, but to have this opportunity to officially welcome you in behalf of all of us at Michigan State College to Michigan State College on this occasion, and to say to you that the things we have, our facilities and our people, are available to you to do the things that you would like to have us do for you.

We were a little disappointed yesterday with the weather; today we are very happy about it. We do not like to comment too much on the weather of Michigan. When we have sun, we are happy. It is strange anyway here, we learned a long time ago that you do not get too enthusiastic about the weather as it is, because many years ago we learned when people said they did not like the weather, that the answer was, "Well, wait a minute." And that could happen to us here, although we have ordered sunshine at least until Thursday, and we hope that you will have it.

It is a nice thing to have you here. I thought maybe in this welcome you would forgive me if I told you just a little about the facility which you are in, and a little bit about Michigan State College, which I hope you will all have an opportunity to look at, if you want to.

That brings up the matter, that if you would like, a group of you, we will have some cars available -- either Mr. Gardiner, Mr. Voller, or myself will be glad to take you around and show you anything at Michigan State College that you think you would like to see.

This facility was given to us some several years ago by the Kellogg Foundation. We call it the Kellogg Center for Continuing Education. We could call it "Adult Education", which is the same thing, but it is a useful facility as far as we are concerned. We were able to get the building built, and we find that for the purposes we are using it, it is already too small.

There are 193 rooms. This year we expect that based on the conferences that are already scheduled -- and the schedule of conferences is tight for a year and a half -- we will have through this facility approximately 160,000 people. That is not just conventions of anyone who just wants to have a convention. They must have a connection with education in which Michigan State

College is interested, and have some connection with our people. The public is not invited to stop for rooms or anything, although we do feed them in our dining services from wherever they may come.

Across the road, if you will notice, where the digging is going on we are building six men's dormitories. There will be six units; although there will actually be three units, there will be six buildings with a main dining room and a recreational center. If you would like to see that, we have this set up in the Administration Building in relief, so you can see exactly what we are doing. I would be happy to take you over there for a few minutes to see what we are doing. A few of you have expressed that desire, inasmuch as you are building dormitories yourself.

Our property runs from back at the end of where the dormitories are built, east about two miles, and south about four miles, encompassing approximately 4,000 acres altogether. Most of that is made up with our farms and experimental classes in agriculture and so forth.

The main campus is in this direction, with 100 acres and the oval on the north side of the campus; our dormitories for men in the east, and our dormitories for women, starting at the top of the hill, going across the bridge and extending down to the street. We are now having to move some of our women to the men's dorms on the east side because we are building these facilities.

I think maybe that is enough. It may sound like I am bragging. I did not intend to, but these are situations that come to us all the time as we are engaged in the kind of work that we are in.

I think I will resist the urge to make a speech, because many of those are coming up and they are coming up by people who are much better prepared than I am. But I do want to say this as an expression, that I am very much interested in having this group here, because I think in a way that we are very fortunate people, in the chosen profession, in our own chosen profession. We have some responsibility, I think, for the guidance and training of young people and making them aware of the things that are necessary in life.

For example, we say we could develop some faith and moral sense, and some awareness of what goes on in the world, and we must necessarily too, I think, always be on the alert to put



forward our best foot to see that student personnel programs of students, that other people in colleges, academic people become increasingly aware of student personnel programs. Many of them are not too aware of it at the present time, and I think it is important. That is all I want to say about that.

Let me say, if there is something that you want, that is here, that we can get for you, we will be glad to try to do it. Mr. Voller, Mr. Truitt, Mr. Robinson and myself will be available, and if there is something that you want, if you will let us know, we will do our very best for you.

I hope that the meeting will be significant for you, and that you will all enjoy yourself. Thank you. (Applause)

PRESIDENT SPATHELF: Thank you very much, Tom. I want you to know that your last statement is very meaningful. Every wish that we have expressed thus far has been beautifully taken care of. We know that that merely sets the pattern for the future.

We decided that perhaps the most fitting person to respond to Tom's fine words would be someone who came a considerable distance, and so we decided that J. Broward Culpepper perhaps ought to be that individual. This is not embarrassment that Broward has on his face this morning. This is merely the complexion that his Chamber of Commerce asked him to put on when they knew he was going to be on the program this morning. Broward. (Applause)

DEAN J. BROWARD CULPEPPER (Florida State University): President Vic, and Members of the Association: Perhaps some of you will recall the preliminary program which was sent out. It was originally scheduled that the welcoming address was to be made by the Governor of the State, Governor Mennen Williams, and of course, you know when an individual has stories to tell he always says "This reminds me of a story." Actually, the truth is he actually spent hours looking for the story. My research was in vain because I did my research for the story I was going to tell built around a political motive.

I thought this would be a great opportunity -- you know, it is not often that we as deans get a chance to reply to a Governor, so I was rather looking forward to the business of replying to the Governor.

Now that we have a new setting, and we are all home folks, and Tom has done the honors for the institution and the

state, why that leaves me with somewhat mingled feelings.

Incidentally, my listing of stories is somewhat limited here by my friend to the right who is doing so nobly in the recounting of what transpires in this meeting. (Laughter) In any event, having mingled feelings reminds me of a story or two. (Laughter)

I had a friend who recently came back from England. It seems that he was talking with an English woman and she said, "What is a jeep?" He said, "Why it's an American motor car."

"Oh," she said, "You don't know how relieved I am. I had a letter from my husband and he said he had been knocking around with a jeep for the last week or so. You know, I thought a jeep was a female jet." (Laughter)

So I am relieved in a sense that the Governor is not here, and it is just home folks, such as Tom is.

Another experience a while back. I went out to West Florida to make a talk out there, and I had forgotten about the fact that the time changes at the river so I had an hour to spare and I went into a picture show. I sat there relaxing and enjoying the picture, and suddenly there began to be a disturbance just to the rear of me. I looked around and there was a woman there with a baby in her arms and a youngster around four years of age. I thought I heard the little fellow say something to the mother about the fact that he dropped a nickel. In any event they were working back and forth under the seat, trying to find the nickel and it got to be disturbing. Finally the lady got out of her seat and got in the aisle and went along just looking in between the aisles to see what she could find down there. So I thought maybe I had better do something to relieve the tension of the situation. In the meantime the baby began to cry and it was really getting bad. So I reached in my pocket and brought out a nickel, and then I took out my lighter and reached down underneath and lighted the place and found the nickel. So I got out in the aisle and went to the lady and said, "Pardon me, ma'm, I'm sorry to disturb you but I understand you dropped a nickel, and I found it. Here it is."

She looked at me and tilted her nose back as only a lady can do when she is just not happy about the situation, and said, "It wasn't a nickel, it was a nipple." (Laughter)

Always in looking forward to a situation about appearing with a Governor, you also have some unusual feelings, and so I



was inclined to feel, prior to coming here, a little bit like this lad in our neighborhood. These youngsters all come over to our place to play. They use skates to go down our sloping driveway to the street, and instead of skating down upright, as normally you would expect, they have invented a game whereby they take a board and put it on the skate and sit on the board, and keep their equilibrium, and scoot down. I do not recommend it for deans. I tried it, with disaster.

This little lad was waiting his turn, and he looked sort of sad and forlorn, and I said to him, "Harry, what's your trouble?"

He said, "Mr. Culpepper, to tell you the truth, we got our report cards today and I am reluctant about taking mine home. I know I am going to be in trouble because dad told me if I didn't get good grades it would be too bad." He sized up the situation finally and said, "You know, I wish I was grown and married and dead." (Laughter)

Well another way of sizing up this same situation, (laughter) there was a Quaker lady who had the misfortune to get into an accident with a truck driver. She clearly thought it was his fault, but he loudly protested that she had no business running into him. Finally she disposed of him in this fashion. She said, "When thee gets home to thy kennel tonight, I hope thy mother bites thee." (Laughter)

I thought she did a pretty good job of telling him what he was without actually saying so. (Laughter)

Well, seeing the situation as it is, then there is only one way to do the thing, and that can best be illustrated by one other experience that I had. A while back I had a speaking engagement in Miami and I elected to go down by plane. I was rushing down to get the plane and I discovered that my wife, who last had the automobile, ran out of gasoline. I guess you fellows do not have that experience. I rushed into the filling station and asked the attendant to hurry and put some gas in so I could catch the plane. This negro said, "Mr. Culpepper, where you going this time?"

I said, "I'm going down to Miami to make a talk at an educational meeting."

Evidently that set up a trend of thought, and he said, "Um-um, you know, that education is all right, but when you ain't got no education, you shore do have to use your brains." (Laughter)

So here I am now, with the responsibility of replying to the good Dean.

I want to say for all of the group, and I am sure I am expressing our general point of view, Tom, that we appreciate being guests of your great institution.

A while back I was talking with the chaplain of our institution, who just returned from Korea. We were discussing the situation over there, and we got on that topic about the shortage of ammunition. He said, "Yes, there is a shortage of ammunition over there, but I think that is not the Number One need." He said, "Really the Number One need, both in Korea and I think in this country is the need for trained leadership."

Well rather modestly I might say for our group, I believe that we are in a key spot in meeting this challenge in democracy, working toward the development of adequate and trained leadership to meet the challenge to our democratic society.

We are glad to have the opportunity to come to Michigan State campus to exchange ideas and to build up new concepts, and to build up our morale if it needs building up, and to really help ourselves in developing, in order that we may measure up more completely to the responsibility of helping young people to grow and develop.

I feel this, and I am sure the group does. I am much impressed with the hospitality which has been extended to us and with this beautiful place of meeting. We are indeed grateful to the Michigan State University and to all of those who have had a part in preparing this meeting, and we are looking forward to having it, if not the best, certainly one of the outstanding meetings of this great Association.

A while back I heard of an experience about a dumb boy who was riding a cantankerous mule. The mule began to act up and buck around. Somehow or other the mule's foot got hung in the stirrup. The boy looked down and saw the situation and said, "Now, if you're going to get on, I'm going to get off." (Laughter)

That is about my situation now, and I am going to get off. Thank you so much, gentlemen. (Applause)

PRESIDENT SPATHELF: I think we have been beautifully welcomed; we have been wholesomely responded to; and for anyone who had any fears that we would lose our sense of humor and not have our share of good stories, as has been our tradition in the



past, their fears certainly ought to be allayed at this particular time.

This is rather an awkward transition at this moment, because supposedly I have to find some excuse to get before you to read all this general wisdom that I have prepared. With the stories that have been told thus far, I think I perhaps ought to add one other that would take care of any of the folks here who are inclined to heckle.

It seems there was a ball player who was waiting his turn to bat. He was standing with his back to the spectators when one particularly raucous individual needled him unmercifully. He stood it about so long, then he turned around and in a very quiet voice said to him, "You know, I want to tell you something. When I was a boy on the farm, my dad caught me in the barnyard one day beating the devil out of his jackass, and he made me stop and he said, 'You know, son, you have committed an unpardonable sin by beating a dumb animal. Sometime in your lifetime, after that jackass dies, he is going to come back and haunt you.'" (Laughter) He said, "You know, my friend, until I met you, I thought my dad was lying." (Laughter)

I stand before you with the same kind of feeling of a split personality, which I know must have characterized Blair Knapp this last year. We both have suffered from "presidentitis," which diagnosed, probably means that we were so impressed with the title of president of this organization that we went home from this convention and got the president designation affixed to a payroll voucher of the nearest college which would agree to cater to our penchant for such titles. Thus we manufactured the split personality wherein we were deans at heart and presidents in practice.

I am encouraged to look down here and tell you that I spilled a bucket of water up here. (Laughter)

DEAN CULPEPPER: Mr. President, I assure you that did not come from Florida. (Laughter)

PRESIDENT SPATHELF: If you have ever heard a president pontificating to a dean, and a dean supplicating to a president, you will appreciate the kind of double-talk which is constantly buzzing in our minds -- and this accounts, at least in part, for the vague look which Blair and I now carry around on our face. I think if this trend continues in NASPA we'd better get ahold of McCarthy to investigate what kind of pernicious subversion is operating in our midst, because this is getting to be a habit.

It is tradition that your organizational president make some references to the "state of the union" in our organizational affairs. This I shall subsequently do briefly. I could not however, in candor, make such comments without paying tribute where, I think, in this our Thirty-Fifth Anniversary Year, tribute honestly belongs, for a great portion of organizational success we have had or shall have in this year, and have had in years past.

You have received or will receive the annual report of the Secretary of this Association. If you read it closely you will note a short paragraph in the conclusion which reads:

"Your secretary has completed his sixteenth year as secretary of this Association, and to the best of his ability has carried out the instructions of the officers and Executive Committee and the directives of the Annual Conferences."

Let me tell you some of what this modest statement involves:

The printed convention program you have in your hands is the work of the secretary. It was printed from a draft copy carefully prepared by your secretary, no little organizational job in itself!

Most of the persons whose names appear in this program have received correspondence from the secretary to complete the necessary acceptances incident to effecting the program. Many, many dozens of letters were involved.

There are numerous arrangements which have to be effected before an annual conference can be held -- hotel room accommodations, meeting rooms, luncheons and a host of other details. Your secretary carried on the correspondence with Tom King and his boys which brought these arrangements into reality. There has been much careful handling behind this detail.

He will be flitting about putting grease in the wheels of this convention to make things go better for you in your four-day stay here.

When the conference is over, he will edit and publish the conference proceedings -- last year a document of 292 pages.

The records of the Executive Committee and its actions, together with the official financial report of the organization will be prepared by the secretary.



Countless hundreds of letters dealing with many phases of our organization business are received and sent out by the secretary annually. The way we have to conduct our business by remote control, at long distance, places an added burden on this kind of communication.

The NASPA Breeze or Blast or Zephyr Wind, depending on the time of year it arrives is the work of your secretary. It's been a vital thread of continuity to this organization, and it has been a comprehensive, friendly, and able description of the activities of members and professional activity. The researcher who some day in the future will study this organization and student personnel administration will find these newsletters a gold mine of materials.

I could go on and on, in unending detail, involving many more things I have not mentioned. This particular president however wishes to acknowledge that his year would have been hectic with confusion and lesser accomplishment were it not for our secretary. I will state without fear of challenge that former presidents will likewise so attest. This organization owes an eternal debt of gratitude to its faithful, loyal, able and service-starred secretary.

I know you will want at this time to let Fred Turner know of your genuine appreciation. Fred Turner! (Prolonged applause)

In this Thirty-fifth Anniversary Year our organization has the largest membership roster of its distinguished life. This I think is but a partial index to the acceptance of our professional association. It is, however, positive recognition that the continuous appraisal of our organizational effectiveness and the more recent re-direction of our organizational purposes and program has been well received and have added strength and vitality to our Association. Our growth has been steady and secure and not the result of artificial stimuli. Our objective must, I believe, be an intensification of our service and program efforts to the end that more institutions will feel that it is important to join with us.

More than members or quantitative appraisal, however, I believe it is important to view our professional growth and assess the progress we have made. It has been two years since our good colleague Dean Wesley Lloyd incisively laid before us the necessity of facing forthrightly our organizational purposes in a period of transition. The issue, simply put, was whether we were going to maintain an organizational course which in Wes' judgment

would bury our professional entity in the welter of attempted organization and reorganization then rampant in the student personnel field. Or, whether we would rise to the challenge of leadership needed in the student personnel field, and in education generally, and dedicate our organization to the purpose of serving the professional needs of those who carried leadership and program operation responsibilities on the local campus. Fortunately we chose the latter course. The result of this choice is I think apparent. Our organization has ready identity among those who are looking for this type of association and assistance. Other professional groups in the educational field, including student personnel work, now know what we are and what we are striving to do. Institutional presidents are beginning to understand our function and have begun to use us as a point of reference in a fashion heretofore not practiced. Operationally through our commission structure and special committees we are delving into vital areas of concern to the field with which we are identified. Through our liaison committee structure we are fashioning professional working relationships with other functional organizations and agencies and contributing to the solution of some vexing educational problems.

Program-wise, at our annual meetings, we are concentrating our interests and efforts on problems of leadership and are trying to bring tangible assistance to our members on day-in day-out problems of decisional import. The theme of this Thirty-Fifth Anniversary Conference gets at the heart of very practical aspects of professional human relationships in our work. If we fail or are less than desirably effective in these human relationships we limit our leadership effectiveness and hamper the programs with which we work.

I do not wish to appear smug in this organizational appraisal but I believe we have soundly increased the stature of our organization -- we have hastened the process of organizational maturity -- we have lifted our horizons from much detail, to major concerns, in our chosen field of work. We are well on the way of being accorded recognition alongside those major professional organizations, of long standing in higher education, which have been dealing with major educational policy on a national level.

Though, in effect, by changing my personal employment status I have separated myself quite drastically from the day-to-day concerns with which you grapple, as I formerly did in detail, I shall take advantage of this last platform fling as your president to convey to you some concerns which I think this Association must devote major attention to. (I can already hear Don



Gardner crack wise and say, "Tune up the fiddle, boys, here comes the 'swan song.'" )

I. The number of trained staff personnel engaged in student personnel work of all kinds will always be relatively small in relation to the total instructional staff and in relation to the number of students to be served. Stated another way, if the many student personnel contacts which can and should be made with students are limited only to those people on the student personnel staff we shall not accomplish our educational mission. The only answer lies in involving as many of the total instructional staff in the student personnel process in varying degrees and relationships as is possible.

At the very outset we shall have to recognize that there are factors which make this ideal difficult to achieve. Many college teachers have had little if any specific professional training in the field of education, and specifically in higher education. Many college teachers have had little if any specific training in student personnel work or in the techniques of guidance and counseling. Many college teachers have come up the route of subject matter specialists. While they may be uniquely prepared in their own specialty, it does not follow that this training has developed in them any particular qualified insight into how people grow, live, learn, solve personal problems and may be helped in meeting daily needs, to the end that they function consistently as good counselors and advisers of students outside their specialized field. Indeed, many hold preconceived notions and points of view which, were they taken seriously by students, might have a negative impact upon them.

We have a tremendous task of establishing and gaining continued support and acceptance of the student personnel point of view among members of the instructional staff. We must employ varied techniques and devices of in-service training to give instructional staff members student personnel understandings and competences. We must analyze the resources of the instructional staff to exploit the special abilities and interests of the teaching staff in the student personnel process. We must develop student personnel understandings among deans, department heads and other key academic figures so that there will be a consistency and continuity of effort in this area throughout the instructional process. We must articulate and keep ever before the institution the major purposes and emphases we are seeking to achieve in the student personnel program. We must work with new faculty members as they come into the institution.

How these and many other "handles" to the problem can be

approached is worthy of extended exploration and study by this Association of educational leaders. I've many times, rightly or wrongly, made the generalization that deans, counselors and student personnel specialists probably do not engage in more than ten percent to fifteen percent of the total amount of personal student counseling that goes on on campus, much as we may kid ourselves otherwise. How well the remaining eighty-five percent to ninety percent of the work is done, can and should be a concern of ours. If we are resourceful, we can exercise a major determining influence on its course. This is a demanding challenge to us as responsible leaders in student work.

II. We've got to take the fancy talk and ambiguity out of that we say we are attempting to foster and develop in our programs. Consider the following which are frequently listed as features or emphases in our efforts:

- Developing a healthful way of life
- Educating for effective group living
- Achieving financial adequacy
- Developing leadership training
- Education for social development
- Effecting personal adjustment
- Achieving spiritual and cultural maturity
- Gaining proficiency in personal skills and talents.

I could expand the list immeasurably by merely taking the descriptions of that which many of us say our programs are emphasizing. Too frequently these statements are generalizations which never get beyond the pretty sounding stage. Often they are variously interpreted within the institution by all involved so that figuratively we get on our horses and ride in all directions under the fallacious assumption that we're all headed in the same direction.

We have reached a point where if we are to be effective, if we are to get meaningful teamwork, if we are to achieve results, we're going to have to state clearly, concisely and simply that which we are trying to accomplish, and establish attainable and understandable objectives in that which we are doing -- and further keep our objectives few enough in number that there is a reasonable chance of getting the job done within the time we have.

I have a feeling that in many areas there is little relationship between that which we say the institutional programs are doing and that which the students feel is going on. There are plenty of studies to support my contention. Until we as educational leaders, our staffs, the teaching faculty and students



can all talk the same language, and thus work intelligently together on comprehensible and attainable goals we are apt to more nearly resemble the confusion at the tower of Babel.

A major challenge for our leadership is to take the jargon, the rationalization, the pedage and wishful thinking out of that which we are working with and establish clear highways of endeavor -- understandable, attainable, and meaningfully productive. This is a part of the essence of leadership.

III. We are within the present decade standing at the threshold, we are told, of the greatest increase in college and university enrolments in our national history. In not a few instances, conjecture has it that institutional enrolments will double. All colleges and universities expect to substantially exceed their high enrolment marks. This prediction of things to come impresses us with the enormity of the task of service before us. It ought also be viewed as the acid test of our structure of higher education -- for we shall inevitably have rendered a judgment of our product. I believe that student personnel work and those who labor in this field can make a vital difference in how we succeed.

There is a real danger that we shall succumb to the demands of and evils in mass production in higher education. The inevitable danger in the handling of large numbers of people is that we lose sight of the individual and his needs. Large classes, doubled up lecture sections, extended instructional days and class schedules, improvisation of space, expansion of facilities, mass testing and counseling devices, fewer intimate student contacts are all going to legislate against the individual. These are not fancied possibilities, they have been past realities. They are future threats. The student who distinguishes himself in attainment will still be noticed as probably will the student who fails, but the size of the "lost battalion" -- that great number of students who fall in neither extreme and who are apt to go by unnoticed, will surely increase.

In this lull before the storm, if it can so be called, ours is a great task. We must devise and perfect techniques for reaching the student intimately and personally -- grass roots individualization of the educational process wherever we as student personnel people touch it. We must set up the machinery, perfect it, and keep it rugged enough to withstand the traffic it will have to bear. We must speak up for added institutional services in our area. Too frequently, the new instructor is added, the new classroom is provided, and the load is thought to be met. In this process student personnel services have often

been diluted for reason of having to serve greater numbers without proportionately increased resources. The individual student is the loser.

Our efforts to achieve a greater effectiveness in reaching and assisting the individual student must be carried forward with renewed vigor now. Our marshaling of additional resources in student work must begin now. It takes time to get budget provisions made, to train staff, to smooth out the wrinkles in operation and perfect working relationships.

Aside from minimizing the pitfalls of mass production in education, I believe there is another major problem in which we have a vital contribution to make if we are to meet the challenge of increased enrolments in higher education. This is the need for developing a much more effective and wise program of vocational counseling in its broadest form. There are yet too many folks who come into our institutions and "land" vocationally by accident or by following less than a purposeful course. The person who completes a degree course in teaching and after graduation decides he did not want teaching as a career but rather wanted to be a salesman, as I heard of a case recently, is a costly vocational and educational mishap. There are countless hundreds in our colleges today, who for lack of having the opportunity, or failing to heed previous opportunity, of forthrightly considering the problem of where they are going under competent and sympathetic guidance, are wandering aimlessly at a late hour in their college careers. That number will increase as our enrolments increase lest we concentrate to combat this void in educational assistance. No small number of frustrations and personal problems ending up in our health services, our discipline structure and various counseling offices in student activities offices, dormitories, etc., are the product of stresses and pressures resulting from no decision or faulty decision in purposeful planning for one's future life direction.

As educational leaders in student work we've got to get down to brass tacks in offering this kind of educational assistance every bit as scrupulously as our institutions insist that the student take the prerequisites for sociology 301 before he gets into that course. The wealth of vocational exploratory opportunity in student life, in part time employment and in classroom experience must be meaningfully organized and focused in our counseling structure. Our testing and follow-up counseling has got to be more than an educational ritual, which I fear it is for many students. Good teaching and learning on all fronts can be negated or compromised when the student is not purposefully pursuing the work. Less than purposeful education can and does result in a mere piling up of grades, credits and honor points



sufficient for graduation -- and we will not meet the acid test in higher education in letting this continue unchallenged. This Association needs to think its way clear on how this major problem in education, which involves our services, can be better solved.

IV. Finally, as leaders in student personnel work we have got to close the gap between student personnel work and other instructional processes within the institution. We frequently categorize the many student personnel concerns and activities as informal education, whereas classroom instruction and academic advising is labelled as formal education. In abstract theory these two classifications of educational effort are to be thought of as complementary and unified, operating on the total personality of the individual in his development. In all candor we must admit we are frequently far from the ideal. I like to borrow Arnie Haack's graphic picture wherein he characterizes this educational dichotomy as "two worlds" instead of the educational "one world" which we know must be effected for vital accomplishment. Arnie then portrays the dean of students or the personnel worker as the ambassador for students between the two worlds running a shuttling race to patch up the ruptures and failures of communication and coordinated effort, and interceding for the student in the inevitable jams which result from this clumsy "state of affairs."

The solution to eliminating this dichotomy has been variously approached, I fear however, superficially, and with a heavy premium on some kind of pseudo internal public relations which at best has but reduced some haggling, niff nawing and suspicion between the separated elements.

Basically however, there needs be earnest, searching and creative thought as to how the resources of the classroom and the non-classroom educational activity can be most effectively used by the instructor, the academic dean, the department head, the academic adviser, the student personnel dean, the student personnel specialist, equally, without stumbling over a jurisdictional dichotomy or even allowing one to exist. We need to analyze and study the many educational "handles" of all kinds available in the institution which can exist for the benefit of students, and determine on the basis of shared interest and ownership how we can, cooperatively, all make the most of the opportunities available.

I think perhaps we have one little finger on the string of possibility, in our NASPA commission which is studying the contribution which the social sciences can make to student personnel work. This is a start, we need as well to reverse the

question. We also need to expand our inquiry into the many other major avenues of instructional endeavor. We need also to allow our efforts to expand into an inquiry, similarly stated, involving the major institutional purposes and programs in the large.

I have in the past few minutes listed several major concerns in which I think this Association, and we individually, have a stake -- an important stake. There are other and perhaps more vital concerns which I could give voice to. These concerns I have expressed, however, are merely the vehicle for the major emphasis I wish to leave with you.

The solutions to these problems and others are going to be effected by educational statesmen. I believe that we as deans of students, deans of men and counselors of students, if we are to give educational leadership in our department, our institution and externally in the profession, must be educational statesmen at the same time we are preoccupied with giving Johnny or Mary a helping hand. The essence of educational statesmanship is the ability to comprehend the larger problems, larger meanings, and larger possibilities for accomplishment in our educational setting, come to grips with them, and work with them meaningfully, constructively, and with effectiveness.

Failing this educational statesmanship, it is possible we and our staffs shall be thought of as "technicians -- filling station operators -- keepers of the peace -- the lost and found department -- sideshow operators -- hotel and restaurant managers and custodians of a lot of other rather unimportant but I suppose damned necessary items which must be put up with under the guise of education." I am quoting from a particularly cynical and ivory towered former professorial colleague of mine. Not that for one moment any of us should decry, as menial, our service wherever we find it -- but we, my friends, are at the heart of what makes education tick, and from our station in life it will take educational statesmanship to assist in integrating our efforts and concerns meaningfully with the total educational process, while at the same time we, as team members, share the responsibility for giving direction to education generally.

I view the development of educational statesmanship among our members as a primary task of NASPA. True we shall always be matching notes on how someone else does this and that, we will share information, worries, techniques and problems. The day, however, we let the latter become our major preoccupation, we shall miss our obligation and great opportunity. There will always be organizations for the specialists, the technicians, and the staff assignments in student personnel work -- they are



necessary. It is vital however that among leaders in this field-- among those who share the major responsibility of the on-going operation of student work on each campus -- there is vision -- vision of our larger educational responsibility -- and educational statesmanship to affect that which should be done. This I hope you will keep in the foreground of this organization's purposes.

I value as a great experience, in my professional and personal life, my association with this organization and each of you personally. I deeply appreciate the opportunities of service I've had and the privilege of working with you individually and collectively. I trust that I have earned my spurs to the end that even as a college president I can still come back and be part of this great outfit. For if you permit me, this I want to do.

In closing I want to thank each of you who have had a part in this year's work. Tom King and his splendid staff. Each of you who have agreed to commission, committee and program assignments, the officers and the executive committee. You've been responsible members comprising a great team.

My thanks to you, and my best wishes for a profitable and enjoyable four days of work and camaraderie. Thank you very much. (Applause)

Fred Turner, you have some important business to discuss with this group at this time.

SECRETARY-TREASURER FRED H. TURNER (Dean of Students, University of Illinois): Thank you, President Vic, and I will stay away from your puddle up here. (Laughter) He really did spill that water. (Laughter)

First of all, President Vic, I think that it is not improper to introduce to the new members here, Leo Isen. The old members all know Leo. Leo and his brother Joe have been keeping the records of this meeting for so many years that they know everyone, and they won't have to ask your names in most cases, but if you are new for the first few times, you had better tell Leo who you are so that he can be sure to get what you have to say into the record. That is really the important part, to get your name into the record and what you said, those pearls of wisdom must be written down and written properly. Keep Leo informed. Leo is an oldtimer. He and his brother Joe have been with us for sixteen years now, so they know us pretty well.

We have a good many announcements to make, Vic.

... Convention announcements re: Committee and Commission meetings ...

SECRETARY TURNER: Here is a question which comes from the Committee on Time and Place, and that has to do with the planning, the timing of the meeting for next year. We have made it a practice for the past few years to set our dates after the ACTA meeting dates have been set, so those who come long distances can cover both meetings on one trip.

Apparently this year we missed the boat, because there happened to be a change in the date of the other meeting, and the result is this lag in between.

The committee would like to know how many of you meeting here today attended the meeting last week, so we can get an idea of how many to look out for. Can you start counting here?

DEAN D. H. GARDNER (Dean of Students, University of Akron): All right, I got enough of an idea.

DEAN CULPEPPER: How many would have attended if they had been held together, or near enough together so that you could make it one trip?

SECRETARY TURNER: We are only five days apart this time. Did the five days apart make any difference to the people who are here?

DEAN GARDNER: How many did it make a difference to?

SECRETARY TURNER: None that I could see. Was anyone affected by this five day lag? Will you raise your hands? There are five now who raise their hands on that. Does that answer that sufficiently, Don?

DEAN GARDNER: Thank you.

SECRETARY TURNER: We have a meeting of the Executive Committee which was in session this morning from nine-thirty until eleven. We recessed that meeting and will meet again at five-thirty this afternoon. I think there are some people who have matters that they want to present to the Executive Committee. If you will get that to any member of the Executive Committee it can be presented.

... Announcement re Luncheon meetings, and program changes ...



SECRETARY TURNER: Jack Guthrie's special report will be placed on the table. That is an important report and needs your attention. I urge you to get copies of that.

Is Don Winbigler in the room? (He arose) Don, we had a request from a graduate student at Stanford asking if we could, through this group, get any indication as to where courses in leadership training are being taught in the country, and if you know of such a course being taught on your campus or elsewhere, would you tell Don about it so he can take this information back to the graduate student at Stanford.

We have approximately 250 people who have their names in the program at the present time, and when you begin to deal with that number of people, you are going to get some last minute cancelations, which is too bad, but in most cases it is either illness of the individual or in the family which has kept some people from coming, and that means there have been some changes already in the official program, and as the morning has progressed there have been three or four telegrams of people held at home because of illness or other things. We want to have the program, so those of you who are chairmen of committees or chairmen of groups if you find that someone has not shown up for your particular group, feel free to go ahead and appoint someone else to take that. In other words, those of you who are chairmen of conference groups or discussion groups, if all of your people do not show, appoint someone who is there to take the place of the missing person, but be sure to report that to Leo so he can get it into the official program when the reproduction is made in the printing. Do not hesitate to do that. I would like to know about it, but I am more interested in seeing that you get the word to Leo so he will get it when we get the copies printed.

As to committees, if you have sufficient people and someone does not show up and you do not want to appoint someone else to fill the vacancy, that is up to you. If you wish to appoint someone from the group to serve, do that, but report it to Leo so we can get it in the program.

Those are all the announcements at this time, unless some people want to call luncheon meetings at this time.

PRESIDENT SPATHELF: Is there anyone else who wishes to use this informal luncheon meeting this noon for a committee meeting? The meeting is adjourned and we will meet promptly at one-thirty.

... The Conference recessed at twelve-five o'clock ...

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## MONDAY AFTERNOON SESSION

April 6, 1953

The Conference reconvened at one-thirty-five o'clock, President Spathelf presiding.

PRESIDENT SPATHELF: The second general session will come to order, please.

Your Executive Committee and your officers had the advantage this year in their program planning of a great many solid reactions to what this group of individuals felt were important areas of information that they would like to work with in this conference. Thus you will note from the organization of the program that we tried to get at critical, institutional relationships of chief personnel officers, with other chief functional officers within the institution.

We have so set up the program that you will have the opportunity both of hearing points of view formally expressed, together with the advantages of group discussion in this kind of setting, and then further extended discussion opportunities in smaller group conferences that are more related to the size and problems of your own respective institutions.

Thus it is fitting that we begin this second general session which opened up this whole area of relationships that we are intensively looking at, with a consideration of the relationships between the office of the President and the chief personnel officers on campus and his staff.

In looking about, it was our feeling that we should try to bring to this program a person of broad educational background as well as intimate acquaintance with the specific responsibilities of the president's office. We were delighted when Dr. Ralph McDonald indicated that he would take time out from his busy schedule to be with us today.

I am sure that many of you have gotten to know Dr. McDonald over the years, as for some seven years he was Executive Secretary of the Department of Higher Education of the National Education Association. Possibly some of you knew him as well in relationship to the National Commission on Teacher Education and Professional Standards. In both of these areas he exerted the kind of leadership which commands our genuine respect.

All of his activities have not been related exclusively



to the field of education. He was past president of the National Committee on Atomic Information, and believe it or not, he served in the legislature of the state of North Carolina. My information is that if on a certain election day back in the 1930's there had not been such a heavy evidence of North Carolina dew that it rusted the voting machines a little bit, the accuracy of the tally might have been a little better, and we would have given Broward Culpepper the opportunity now of introducing the Governor, or former Governor.

In his past educational activity, Dr. McDonald had experience in the high school field, both in teaching and administration; further college teaching in Salem College, in Winston-Salem, North Carolina, and he has taught further at Duke University where he received his Doctor's degree; and also the University of North Carolina.

I think, however, that I could not conclude this introduction without paying personal tribute to what I believe has been a unique area of service in relationship to his immediate past assignment prior to becoming president of Bowling Green State University in Ohio.

Dr. McDonald evidenced a most resourceful and creative approach to bringing into common consideration some of the problems of higher education. I do not know how many in this group attended the first Conference in Higher Education nine years ago, when in the field of higher education we were confronted with this tremendous avalanche of returning veterans. I might say we were totally unprepared for it as a profession. We knew it was coming but we did not realize the tremendous impact it would make. Through the resources at hand, Dr. McDonald gave leadership to establishing the first Conference on Higher Education which was held in Chicago, and which meeting was nearly entirely devoted to an intimate workshop consideration of the problem of the returning veteran and how education was going to meet this, how institutions were going to organize for it, and how best we could grapple with this problem that was suddenly of immense proportions, beyond that which we had envisioned.

That meeting was a tremendous help to all of us in higher education, and particularly those of us in student personnel work, because again we were carrying the brunt of this load. We were dealing with problems that we were intimately acquainted with. We were fumbling for information.

We sat together with the best resources that could be obtained under Dr. McDonald's guidance and had a profitable conference which was the beginning of a series of programs and

conferences on higher education, which have expanded to include all facets concerned in higher education and which in my judgment have made a tremendous impact upon all of our thinking in the area.

His incisiveness in putting his finger on the key problems, in a democratic fashion, as a result of pooling all of the thinking that we could pool nationwide, is I think but a characteristic of his operation. In all of my professional career I have not seen an individual who is more capable in organizing and giving point to pooling the thinking of many, many hundreds of people in a conference situation such as this.

I think it was a distinct loss that Dr. McDonald was lost to the National Education Association in the capacity that he was serving it. I think it is a distinct gain for Bowling Green State University, and for the whole area of school administration in which he now finds himself as president of Bowling Green State University in Ohio.

It is a genuine pleasure to present to you Dr. Ralph McDonald. (Applause)

DR. RALPH W. MC DONALD (President, Bowling Green State University): Mr. President and -- looking in vain for one woman so that I could say "Ladies", I shall have to pass over that and say -- Gentlemen: It is a great pleasure to me to have this opportunity of renewing old friendships with a considerable number of the members of this group and of meeting so many new men who are assuming leadership in the most important single development in higher education administration in this country at this time.

Reference has been made to some of the incidents in my past. A brief political career, which the intelligent people of North Carolina ended summarily. (Laughter) Another proof of the effectiveness of education, may I say. (Laughter) But in defense of myself, I say that that was in my youth and you, being student personnel officers and counselors, know very well that you have to forgive many, many things that occurred in the remote past of an individual.

Broward Culpepper's suggestion this morning that he was all prepared to do justice, or perhaps it might have been injustice, to the presence of a Governor reminds me of an incident that occurred when I was, as a very buoyant and interested youth, a candidate for the nomination for the Governorship of that great state. I pulled up alongside an interesting scene where a man had been asked to go to the side of the road because he was exceeding the speed limit, and the state patrolman was conversing



with him as I drove up. I heard the conversation. He said, "Boy, don't you have a governor on that truck?"

The fellow looked at him, looked around at his truck, and said, "No, sir, no sir. There's no Governor on this truck. That's fertilizer I's hauling." (Laughter)

No disrespect meant for Governors, past, present or future. (Laughter)

You know, I may say, Vic, this is one of the friendliest gatherings I ever had the opportunity of barging into. Of course, that is what we would expect because all of you deal with this business of developing personality, and as a matter of fact, if there is any one organization that at its annual convention or meeting includes a greater amount of friendliness, personality and human charm than the Hotel Greeters Association (laughter) it would be the National Association of Student Personnel Administrators. It is a grand group. I have observed the work of this organization.

I was particularly pleased to see the expansion of your objectives and the enlargement of your opportunities through the reorganization two years ago. I predict without any expectation whatsoever of disagreement either here or elsewhere, that this will become one of the most constructive forces in the advancement of higher education in the country.

I must tell you one story at least about a student personnel officer, counselor. He is the person who I was told deals with irritations, aggravations and exasperations on a campus. And if you do not know the distinction, then what I am leading up to is not a story.

It happened in a hotel. Two men were talking rather late at night and they were exchanging ideas on philosophical questions. They were said to have been advertising men, but they might just as well have been student personnel officers as far as this story is concerned. These words, irritation, aggravation and exasperation came into the conversation. The one said -- the one other than the one who had used the words -- "They all mean the same thing, don't they?"

The other said, "No, no. Pick up the telephone directory." This was twelve-thirty in the morning, A.M. He said, "Now open the telephone directory anywhere you want, put your finger down and read the number." He did it, "Trinity 7-4428." All right. He picked up the telephone, dialed, or asked the

operator in the hotel to dial, Trinity 7-4428. Finally, after a long ringing of the telephone at the other end, the sleepy voice said, "Hello." He said, "May I speak to Merwin, please." (Laughter) Well you probably had that experience too. I know presidents do. He said, "There is no Merwin here. You have the wrong number apparently," and hung up.

He put the telephone down and said, "That was irritation. We'll wait an hour." (Laughter) At one-thirty, he picked the telephone up and asked the operator to ring Trinity 7-4428. After a long, long wait, many ringings of the telephone at the other end, a very sleepy voice said, "Hello, this is Trinity 7-4428." "Has Merwin come in yet?" (Laughter) "There is nobody named Merwin here. You're the same person who called a while ago. Please hang up and don't call this number again. We're trying to sleep." He hung up the telephone.

"That was aggravation. Now we'll wait an hour."  
(Laughter)

An hour later he called Trinity 7-4428, and after a longer interval than before a sleepy voice answered. He said, "This is Merwin. Are there any messages for me?" (Laughter) That is exasperation.

Well, there is one responsibility -- and I might just as well start this way as any way, Vic -- one responsibility that at least most presidents like to feel the student personnel staffs are willing to assume, and that is the irritations, aggravations and exasperations. (Laughter)

Perhaps I should start with my subject, "Administrative Relationships: The President and the Student Personnel Staff," by indicating what in my thinking is included in the administrative area of student personnel services.

Directly I include in my thinking at least, pre-registration correspondence, contacts and counseling, admissions, registration, orientation, maintenance of cumulative records of students, all kinds of records, counseling in all of its phases, vocational, academic, personal, health service (in all of its aspects), supervision and counseling in dormitories and chapter houses, also dining halls and student centers, student government of all kinds and branches, student organizations of all types, voluntary student organizations from fraternities to subject matter clubs and hobby groups; social, cultural, recreational, religious, and all other out of class activities of students; financial aid to students including the process of student employment on the campus. Clinical services of all kinds. Student conduct, moral and discipline. Placement and follow-up services.



Research, studies, and publications of the institution directly related to these functions.

Also the administrative area of student personnel services, in my thinking at least, includes coordinate if not direct responsibilities in many other areas such as the financial and physical aspects of housing and feeding.

Inter-collegiate athletics and other functions are administered in some institutions cooperatively with the academic, business and public relations administrations.

The reason I felt it necessary to indicate the nature of my thinking about student personnel services is that in the treating, in my treating of this subject, I have chosen to consider the relationships of the president and the student personnel staff in terms of the responsibilities that are shared by the president and the director of student life and services in these various areas.

In an institution where administrative unity in all student personnel services through one major administrative officer who reports directly to the president has not yet been achieved -- and that is in most of our institutions, may I say -- where we have not yet achieved that, these responsibilities must be shared by the president and several administrative officers in the various areas, thus adding greatly to the burdens of the presidency and diffusing administrative responsibility with respect to this important area, with a resultant weakening of the program.

It must be clear to you now that I am very positively convinced that we must move rapidly in the direction of the establishment of a top level administrative officer in the institution who undertakes to integrate all of the student personnel services, and who is administratively responsible at top level for them.

It is perfectly evident to me, as the president of a university, that the thinking that I had already begun to do before I came to that office, was sound and correct, namely that the effective discharging of the responsibilities of an institution of higher learning, in reference to the development of its students, requires the full integration administratively of all of these responsibilities.

Recognizing however that in most of your institutions, as is true in our own, that we are moving in the direction of this integration but have not yet by any manner of means achieved

it, I have outlined as a basis for my presentation the major common responsibilities that must be shared. I think these are some of the more important. I would not say that they are the most important, but they are some of the more important of the responsibilities that the president's office and the office of the director of student affairs, or the offices of those who, in the absence of a single director, function in that area must share with each other.

These also are responsibilities in which the role of the president seems to me to be a very significant and a very important one, in that I cannot conceive the establishment on a campus or the development and the maintaining on that campus of the kind of a student personnel program that seems to me to be necessary in these respects, unless the president of the institution offers positive and direct cooperation with the student personnel officers in the achieving of these particular goals.

First: Developing an institutionwide philosophy with regard to student personnel services and program.

It seems to me that there are certain essential elements in this institutionwide philosophy with respect to the student personnel program, which elements must be found readily in the thinking of the faculty members of the institution, administrative officers, student leaders, as well as of the student personnel officers themselves.

These basic elements in the philosophy that it seems to me must be institutionwide, are:

The individual student is the force of education. That of course is your basic principle of operation. Everything that is done in the institution, by the institution, must be recognized as having its effect, its significance, in terms of its relationship to the development of the individual student. That is an essential element in this philosophy that must pervade the thinking and the action of all persons in the institution.

A second principle, or essential element in this philosophy is that instructional and out-of-class activities are essentially but parts of each other, that those experiences are not separate, should not be contradictory with each other, but are more than being complementary or supplementary, they are parts of each other.

Third: The omission of any major service to students must result in a weakness in the educational program of the



institution. If an institution fails to have an effective program in any one of the many areas that have become identified as facets of the student personnel program in these days, that institution is as a result of that omission imposing upon the students a gap in their education by that omission.

Another essential element in the philosophy is this: The democracy that we covet for our society must exist and thrive on the campus.

I say that the primary responsibility for the development and the acceptance of an institutionwide philosophy embracing these principles is a responsibility that is shared by the president and the student personnel directors, but it is an inescapable responsibility of the president. The relationships between the president and the student personnel staff center to some extent around their joint efforts to secure the institutionwide acceptance of that concept. And that is not easy.

Some of the ablest members of our faculties do not themselves recognize the significance and the importance of student personnel work. So there is a major responsibility that the president and the student personnel staff must share, and in the sharing of that responsibility their relationships are very important.

A second major task or major responsibility that the president must share with the director of student personnel work is that of organizing and staffing the services of the institution in the student personnel area. Here the services that are needed by the students must be identified; then criteria must be developed for professional appointments of the individuals who will undertake to render those needed services.

Probably the biggest single task of the president of an institution in the student personnel area is this: The selection, with the cooperation of all concerned, of the top administrator of the student personnel services.

Another part of this common task of staffing and organizing the services is the establishment of a broad pattern of student personnel organization in appropriate relationship with the academic organization, the financial or business organization and the public relations organization of the institution so that they fit together in an articulate fashion.

The producing of internal unity within this broad area of student personnel services is within itself a major joint undertaking of the president and the administrator of student personnel

services because it has happened on practically all of our campuses, even those which have gone farthest in the establishment of administrative unity, that diverse elements, agencies, offices and departments, and divisions that have existed sometimes for generations, rendering each a service in its own area independent of all other services, even in the field of student personnel, that those are brought together. For example, if you have gone through the process on your campus, if you are in an integrated administrative situation, then you easily can think of the difficulties that arose in connection with your efforts to unify the health service on one end of the scale with the registrar's office on the other end of the scale, with academic counseling, with vocational counseling, etc., etc., etc.

The bringing about of integration and unity within the area of student personnel services throughout the institution is a difficult task at best, and it is one in which the director of student personnel services simply must have the cooperation and assistance of the president. It seems to me that the absence of such unity is a damaging evidence of inefficiency, not only on the part of the student personnel administration but also of the president's office.

A third common responsibility, or common task: The allocation of an appropriate share of the institution's available resources, money, facilities and time, to the student personnel services of the institution.

Of course, I should have a loud Amen there, Vic. Not from you, because you now are out front. But that is a very important consideration, exceedingly important in these days, because of the fact that the student personnel services have been thrust upon most institutions. That is, we had this tremendous bulging of enrolment and we began to discover some of the personal problems on our campuses that had hitherto not been recognized sufficiently by faculty members and others, although they may have existed.

We realized that we had to establish counseling services that we had never thought of before. We realized that we had to do many, many things that had never occurred to us as being needs in our institutional programs up to that time. So we began to organize, awkwardly perhaps but nevertheless to organize in some fashion so as to try to meet these problems. That is how so many facets of our present student personnel services in this country began.

That means that the place of these services and activities in the university budget is not a long established place, so



that here is, it seems to me, a responsibility that the president of the institution must share with the student personnel officers, that of helping to determine and then actually bringing about the allocation of an appropriate share of the institutions resources.

There is a need for budget equity with regard to the student personnel services: The delegation of budget authority within the appropriation to the student personnel officers themselves; the provision of adequate office, clinical, laboratory and other types of space, to these many services, properly located, and of course the providing of the necessary equipment and supplies, particularly equipment, by means of which the student personnel services can be carried on more effectively.

Then a fourth joint responsibility or task in which our relationships are important is that of clarifying the functions and relationships of the persons who are engaged in student personnel work.

Each staff member, practically as well as theoretically, should have a clearly defined set of duties that he understands, and that others know are his duties. There should be a definite line of authority and responsibility.

The pattern of relationships should be as simple as possible, but it needs to be a firm one, and it must be thoroughly understood throughout the entire university organization. And powers and authority, administratively speaking, should be commensurate with responsibility. And all of these should exist in an atmosphere of friendliness and easy cooperation.

To achieve such a clarification and understanding of functions in relationships within the student personnel area is not easy, and it is a task, it seems to me, that is a joint one involving the president and the student personnel director.

A fifth common task and common responsibility, except that this particular one points more in the direction of the president, and it seems to me to be absolutely essential to an effective student personnel program: Administrative support and encouragement of the professional staff in the student personnel area.

There should be status and recognition in the university community for those who are engaged in student personnel activities. I have a very strong feeling on this subject. I think there should be faculty rank for professionally trained personnel workers comparable with rank of instructional personnel of equivalent training in their respective fields; full participation on

the part of student personnel officers on universitywide planning, and policy making, including, may I say, academic planning and policy making.

Support of the president is needed in interpreting the student personnel services to the board of trustees who may not (and ordinarily will not) understand some of the aspects of the counseling program.

Administrative encouragement is needed, and the provision of expenses within the resources of the institution to attend professional meetings, because this is a rapidly developing area of university administration, student personnel. It is more important that student personnel officers attend professional meetings and exchange ideas and gain information thereby than it is for our faculty members and administrative officers in longer established fields of endeavor.

Then support of the administration is due in terms of provisions for professional library and opportunity for continuous study on the part of student personnel officers.

Another point on which I have a rather firm conviction is that the provisions as to salary, promotion and tenure for student personnel officers should be comparable with those for teaching personnel and administrative staff generally. In short, there should be, in my judgment, the kind of administrative support and encouragement to the student personnel services and staff that would represent full membership status and participation for that staff in such organizations as the faculty senate, councils and committees of the university.

I think this is a much more important point than student personnel officers themselves may recognize. I know student personnel officers who seem to be unconcerned about whether they are looked upon as full members of the faculty. Gentlemen, I think it is a mistake. It seems to me that the problems of the teaching faculty and the student personnel professional staff are single problems. They are not separate problems. I think it is necessary that the student personnel officers sit down along side the faculty members and they work together, and that at every meeting of the faculty, the student personnel professional staff members be present as full, recognized members of the faculty.

I hope that that may become generally accepted because I think it will be one of the means by which we can move toward more effective programs. And of course I know that it is widely



done now among our better universities.

A sixth common task or responsibility shared by the president and the student personnel staff is that of continuous integration of the on-going activities in student personnel with those in instruction, in finance, in internal management and maintenance, and so forth, and in public relations; an on-going integration from day to day, from week to week, so that even though we may be organized at top level in such fashion as to seem to indicate that there is an integration of the program of the university, it is entirely possible, that in our day to day efforts we may drift apart and that that danger will be avoided. So here is a common responsibility of the president and the student personnel staff, to work together to the end that this daily integration will result.

This of course calls for an appropriate administrative council and policy clearing agency, institutionwide. It calls also for a liaison in daily practice, at all levels, not only at top level but also at the intermediate and at the lowest operational levels. There should be liaison so that everything that is done in student personnel will have a reasonable relationship to the things done in the academic program, particularly.

A seventh common task, but one in which the responsibility of the president, it seems to me, looms rather large and the relationships between the president and the student personnel staff are very intimate, is this task: Infusing the life of the institution with the principles and procedures of democratic living. That is much easier said than it is done.

It calls for the developing of channels for free and easy communication throughout the institution, not only among the many different administrative offices, not only among the different departments in the colleges and among the different colleges themselves, not only as between the academic and the student personnel staff, but it calls for free and easy communication as between the students and the faculty, and as along all of the elements in the community.

It seems to me that basic to the establishment of an atmosphere or a climate of democratic living is this fundamental need, the need for free, full, easy communication. In fact, I am inclined to believe it is the biggest single weakness of our universities today. It is something that we are working at, but we somehow have not been very successful in most instances.

This common task, that is of infusing the life of the institution with the principles and procedures of democratic

living, also calls for the encouragement of student participation in all phases of the administration of the university.

I cannot conceive an effective institution of higher learning without some form of organization for self-government of students. I have not defined the extent or the degree of that self-government, and I think those things are relatively secondary. The important thing is that the instrumentation be there by which students can begin to learn and to practice self-government.

I think there should be membership of students on all important committees of the university. That is, of course, a gradual development. In most of our institutions, many of our universities have already achieved that long since; but many of our institutions are struggling toward it. I think there should be a feeling of full student participation, partnership, if you please, in all major endeavors on the campus. That calls for the involvement of students.

It seems to me this is an important phase of the infusing of the life of the campus with this spirit of democratic living. And I would turn that right around and mention also the converse of it: Faculty participation in all student affairs. That is something that we have lost sight of in many instances in our eagerness to involve students in activities which normally are thought of as faculty and administration activities, we may have lost sight of the importance of having faculty members involved on a free and full partnership basis with students in their activities. Both are essential. Each is as essential as the other in the development of a climate of democratic living on the campus.

It seems to me that the achievement of this particular goal, or the successful doing of this task requires a continuous joint effort of the president and the student personnel staff, and I cannot think of the student personnel staff being very effective in this respect without the cooperation and assistance and help of the president.

An eighth common task in which the president and the student personnel staff have very intimate working relationships is evaluation of services of the institution in the field of student personnel activities.

Self-evaluation studies of course are the most valuable single device in this field, but I think in addition to those, particularly at this stage of the game, as we really are burgeoning forth in our student personnel services on the campuses, it is



necessary that we have some form carefully developed of administrative evaluation. I think that that is a very important responsibility for the director of student personnel services, to be able to evaluate, to transmit the evaluation, or to cooperate with the president in the evaluation, administratively, of these many services, especially in terms of the possibilities of their improvement.

Also in the whole area of the common task of evaluation, we find the provision of training programs. We do not have -- at least I have the impression that we do not have -- a large reservoir from which to draw of professionally trained student personnel workers. Pretty generally, we are having to draw upon the talents and the resources and the capabilities and the interests of exceptional people who have what it takes in terms of personal gifts, so to speak, to become good student personnel workers, but have not themselves been scholars in the field in the sense of having done a large amount of organized graduate work in that area.

That being the case, our in-service efforts to strengthen ourselves in this area become increasingly important, and it seems to me that is a very important part of the evaluation process.

I do my job that is before me in the best manner of which I seem at that time to be capable, but by studying still further I may find suggestions that will enable me to improve my doing of that task, and it may be that when we have common tasks we can organize in-service what we would call training programs as an important part of evaluation.

I think an important part of evaluation, at this stage of our development in student personnel, is what I would call cross-fertilization among institutions through studies, visitations, and conferences such as this.

The ninth common task, or common responsibility which the president shares with the student personnel staff is that of maintaining a posture of flexibility and growth.

Now the word "posture" is a good military word, but I think it is a good student personnel word in this connection. It seems to me that the institution in the field of student personnel services, more even than in other areas of its administration, needs to maintain continuously a posture of flexibility, a recognition of the fact that we are improving our programs, that we can very definitely improve them still further, and this perhaps

is the single most important item in the cooperation of the president and the student personnel staff.

Thank you. (Applause)

PRESIDENT SPATHELF: Thank you very much, Ralph.

One of my favorite pieces of poetry relates back to Bobby Burns, that section that goes:

O wad some pow'r the giftie gie us  
To see oursels as ithers see us!  
It wad frae monie a blunder free us.  
An' foolish notion.

I wish sometime that the presidents might ask some of the same questions that we are asking today, and we might have the gift to give that same analysis, Ralph, to some of the presidents.

But we are going to do it a little differently here today. Over here on my left -- we are not going to let this speech alone. We have three individuals here who are going to tee-off on it and ask some questions that they think are important; and secondly, we are going to give you a chance in the audience as well to direct some questions to Dr. McDonald and see whether we can turn this around just a little differently than we have had it given to us thus far.

One of the persons who is going to get the chance to do this is Ralph's Dean of Students, Dean Arch B. Conklin. Arch, will you hold up your hand? (Dean Conklin acknowledged the introduction)

Another is Dean Erich Walter from the University of Michigan, whom we all know.

Next is Dean Winbigler of Stanford University, California. Will you hold up your hand? (Dean Winbigler acknowledged the introduction.)

I am going to let you start at any place. Ralph, you are in the middle of this thing right now. Fred, how long shall we give them? You are the keeper of the time.

SECRETARY TURNER: We have thirty-five minutes. Let's go thirty and that will give us a five minute break.

PRESIDENT SPATHELF: All right. Arch, do you want to tee-off on the boss first?



DEAN ARCH B. CONKLIN (Dean of Students, Bowling Green State University): Now is my chance. (Laughter)

Dr. McDonald made this statement, that one of the responsibilities of the president is to have a basic workable understandable philosophy which can be carried down to the various heads and on down to the student body.

That is my first statement. Those of us who were down at Williamsburg three, four or five years ago will recall the first speaker. He spoke on the subject of communications. It was a wonderful speech.

My question is: What can we do to create a better system of communications in order to carry down to the academic deans, personnel deans, and the rest of us that philosophy of the president?

I said the other day I thought that one of the great troublesome points that we have in our organizations is the lack of proper communication. I know that we are going to discuss the problem of the academic dean and the personnel dean later on, but the academic dean has his ideas, the personnel dean as a rule is in some other building, or some other end of the building. What can be done to create better communications so that the academic dean will realize that the health of the student, the activities of the student have a great bearing upon his academic success of that student, and that we, personnel deans, can appreciate better the problems of the academic dean?

I am stressing the point of communications.

PRESIDENT SPATHELF: All right.

DR. MC DONALD: Dean Conklin has done me a very great favor in permitting me to refer that question to your very able speaker of tomorrow morning. Thank you, Dean Conklin. Incidentally, you do not smoke cigars. But I will remember that, however, on our drive back.

In theory, I could answer, or give an answer to the question of how we can secure better communications, but I am afraid that I would have to admit that it is very difficult to achieve in practice, and we simply have to work continuously at the job. But in theory, this would be my answer, Dean Conklin, and I think it would apply to our situation. I think it would apply to practically any situation.

In theory, we ought to develop that philosophy together.

Of course, that would take time on the part of really the whole faculty, but certainly committees would have to work on it.

The philosophy of the institution, and particularly the philosophy of the institution as it relates to these newer services, if we had developed it together, it would be our common philosophy. But that, I hastily admit, is a pat answer and a theoretical one. It seems to me that it is a job, Dean Conklin, on which we have to continue to work from day to day and do the best we can. But it is a real task.

DEAN WALTER: My reaction to Dr. McDonald's speech is that he seems to be an idealist. From things that I have heard about him, I think he is an idealist who tries to put into practice his ideals. What a place his university must be under him. That is another reaction I had.

Now, in this relationship of the personnel staff, student personnel staff to the president, we must remember who the president is, the sort of person that he has been made by the society in which he has grown up. Vic referred to him this morning as, at first, a split personality. That is understandable. Just think of what we do to a man whom we elect and inaugurate as our president. We surround him with omniscience, and sometimes I think that some university presidents and college presidents gradually begin to feel that they have some of that omniscience. (Laughter) And I say that most compassionately.

Just think of what we put on a man like that. He has to take complete responsibility for students, for faculty, for alumni, and the overall financial problem that goes with all of those. He is expected to be Mr. University, Mr. College. Every word that he utters publicly is printed in the paper. He is building up a reputation on what he says to the public, and he is really in a very tough spot.

No wonder then that many college and university presidents find it very, very difficult to eke out some time to get to the student personnel administrator and some less time to the students themselves. But ideally, I suppose the students come first and not the faculty, not the alumni. So I think we should also look at what we as personnel administrators should do for our presidents. We have to have sort of a tri-focal, or quadruple kind of lens. We have to try to look at all of these same things that our president does, but we have to have another view besides that. We have to have a pair of binoculars, and we have to scan the horizon for the little cloud that we think we see developing



and we have to tell our president, "I think I see it. It could develop into a real storm."

Sometimes he may be away at the time that the storm does blow, and then our duty is to stand in place of him and to take it on his behalf. That is our job.

But if we are to do the kind of a job of reporting to our president, then it is not a communication one way but it must communicate back to us too.

I wish that our speaker would give us another speech. I wish that he would give us another speech in which he takes the ideals and develops under some of them at least very specific procedures. I would like to comment on just a few of the points that he made.

Number 6, "full participation of staff in planning educational programs." That is the student personnel staff. That is a very forward looking point of view. More often than not there are certain areas which are being discussed academically, or let me say in faculty, which affect this relationship that Dr. McDonald referred to of the out-of-class and the in-class activity and when the students finally hear about that new development it is called a wholly academic question, and we in the student personnel field may not be drawn in until the decisions have been made.

I also liked his sub-head under 6, "tenure and promotions of student personnel workers." It is true that in many instances the student personnel worker is in a class by himself. By that I mean that he is a parenthesis in the sentence of university fluency, and he should not be. In many instances he already has behind him success as a teacher, and we make of him a lecturer instead of an assistant professor. By stigmatizing him, if you please, that way we have drawn him out of the university community. That is irreparable damage.

Another point that I would underline, the last one, is "maintaining a future of flexibility and growth." I would like to look at that in terms of the immediate future and the future of five and ten years hence.

If we establish the communication that Dr. McDonald wants, and that we all must have, then how often must we, as student personnel administrators, clear with our president? How often? First, at the administrative level, is it once a week? Is it fortnightly? Is it once a month, or once a semester? And

then how soon are the students who are going to be involved in the actions which are taken in this conference, how soon are they to be drawn in?

I am sure that most of us agree that one can put a great deal of confidence upon a student, and by that I mean that we can even speak to him confidentially in terms of a plan which is projected for next semester, and he will keep our confidence. That is the near future; but the far future gets to be more and more meaningful to the Senior than it did last year. He is beginning to assume a perspective of an alumnus. We are missing a great point of effectiveness, I am sure, in not drawing in that Senior into plans which are going to be carried out next year, two and three years hence, even five and ten years hence. Surely, on a confidential basis, draw him into the family. He is about to leave us and take the reputation of the family away.

Thank you very much.

PRESIDENT SPATHELF: Thank you, Erich.

Would you like to comment on that last question, Ralph, on how often we ought to have this kind of communication?

DR. MC DONALD: I do not know that I could give meaningful answer to that. It seems to me that it would vary to some extent with the organization. Frankly, the more I think about this area of administration, the more convinced I become that you simply cannot do what ought to be done unless and until you have an integrated and unified program, because I cannot imagine the president of a university such as the University of Michigan having the time, finding the time for the personal contacts, discussions, conferences, studies that will be necessary, if your student personnel services are many-headed.

It seems to me that the farther we go in this business, the more we come to realize that we are dealing with the very heart of this educational program, in the provision of student personnel services, the more that we are going to realize that we simply have to have an alter ego, so to speak, in the student personnel program. Then all the concerns of the student personnel program administratively can be brought to a focus. They can be digested, so to speak, and the liaison between the president and those services can be, in terms of a shorter period of his time. It is just almost a hopeless task, if the president has to find time to work with a dozen different heads of a dozen different agencies in the field of student personnel. It seems to me that that is related to your question.



DEAN H. DONALD WINBIGLER (Dean of Students, Stanford University): Vic, I would like to change the format a little here, since I do not feel an oration coming on. I would like to have our speaker take the stand again and take this point a little further.

Erich gave you credit for being an optimist, and I will give you credit for being a diplomat, in taking upon the president too much responsibility. This is another way of saying perhaps just what Erich was getting across here in his first point, but to emphasize it a little differently, you mentioned that one of these points (I think it was #5) was the primary responsibility of the president in this team relationship. But actually, isn't each of the other nine functions the primary responsibility of your student personnel administrator in educating his president, if that be possible? (Laughter)

DR. MC DONALD: I think that a part of my response to the statements made by the preceding speaker might be included also in my response here.

I identified, and admittedly from the point of view of the president though perhaps idealistic, I was trying to think in as practical terms as I could, and I had to look at this thing from my own point of view, and while I identified these nine joint responsibilities and joint tasks, perhaps idealistically, in the assumption that the president would even be aware of the existence of these common tasks, I would turn them right around and say this: That if the president does not have a recognition of these as being joint responsibilities and joint tasks, then the work of the student personnel director is cut out for him, in my judgment. He simply has to work on that, and he really has to work on it until he gets some recognizable results, or his whole program is going to suffer because, whether it be desirable or not, it is nevertheless true that in most universities an activity that has no status in the president's office does not very long have status on the campus.

So I would turn this thing around and say that if the president does not objective #5, the need for administrative support and encouragement of the professional staff and personnel, then the director of student personnel services has his work cut out for him, because he is going to be mired down until the time comes when the president has that. So that would be my response, that if this is idealistic, if presidents generally, or if some presidents in particular -- including yours, Dean Conklin -- do not recognize their responsibilities here, then it seems to me if the director of student personnel services has a genuine -- as

I know they do -- interest in the fulfillment of his obligations to students, he is going to have to work in that other direction and get that president involved. He is just going to have to do it.

DEAN WINBIGLER: While you are there, I would also like to raise a question about #6, that has already been commented on, the importance of our student personnel workers being considered an integral part of the faculty. But I would like to get your views on the reciprocal item, and that is the participation of the faculty in the student personnel program, and the responsibilities of the administrator of the student personnel services, in bringing about conditions which make it possible for the faculty to participate actively in the student personnel program. Do you have any special thoughts on that subject?

DR. MC DONALD: Of course it involves attitudes, and it involves machinery. Now, with a full recognition of the weaknesses and the fact that we are just beginning to work together on some of these very important problems, I can indicate some of the things that we are doing that we believe are having some effect in that direction.

We have in our Council on Student Affairs, which is really the policy developing council in this area, all areas of student personnel, we have our faculty members who are participants, members of that. We have them elected by the faculties of the respective colleges, and it has been interesting to note that they have been very discriminating in their selection of individuals, and I believe that it is actually resulting in a closer feeling of the faculty members to student affairs.

In the first place, they feel that they have a voice, and once having recognized and accepted the fact that they do have a voice in determining student personnel policy, they then come to recognize that they have a responsibility in that area too.

Then of course, all the way through where we have activities, we are trying to work out faculty consultants. All of you do that. But it seems to me that we can weave into all of our activities faculty members, and to the fullest extent that we can permit those faculty members, for those respective purposes, to be elected by their faculty colleagues, their teaching colleagues. I think we are wise in doing so, because they gain thereby a feeling of participation which is important in the development of understanding. I would say that might be somewhat helpful.



DEAN WALTER: What would you say is the limit of student participation? You spoke of student participation at all levels. What is the limit of that? How far could we go, for instance?

PRESIDENT SPATHELF: Erich is raising the question of what is the limit of student participation in these various aspects of operation and administration.

DR. MC DONALD: I take it you mean, how far should students go in actually having a voice in student policy?

DEAN WALTER: In committees and so on.

DR. MC DONALD: I would say, participation in committees I actually would welcome on our campus, and we are moving rapidly in that direction. I would welcome having student representation, at least one student, on every committee of any importance in the faculty administration. I think that is almost the case in many of our institutions.

There are varying degrees. There are many of the committees in which we would want students perhaps to be equal in number, or even in the majority.

So far as actual participation on committees is concerned, I would say this, that I have seen many more mistakes of omission than I have of inclusion of students and I think that our experience -- and we have moved fairly rapidly -- would indicate to us that every activity in which we have involved students at the policy making level has been strengthened thereby, wouldn't you say, Dean Conklin?

DEAN CONKLIN: Yes.

DR. MC DONALD: I do not know where the limit is, but I know we have not reached those.

DEAN WINBIGLER: Do you include students on committees dealing with faculty salaries and appointments?

DR. MC DONALD: We do not, and I do not know if we would go that far or not. That would be a good question to direct out this way.

DEAN STROZIER: Would you include curriculum making?

DR. MC DONALD: By all means. My next major objective-- this might get back to our deans, but I think that would be all

right if it does, academic deans -- is on the topmost of the topmost of the topmost in our academic program: the academic council. I am just itching to see some good students on that council. I think it would be very helpful to us in the development of our curriculum.

PRESIDENT SPATHELF: We have time for three questions from out in the audience.

DEAN BROWN (Temple University): The last statement, Dr. McDonald, leads to this question: How do you find the good students that you are going to put on your top planning committee?

PRESIDENT SPATHELF: How do you find the top students to get on the planning committees?

DR. MC DONALD: On our top council of student affairs they are ex-officio. That has certain weaknesses. The president of our Inter-Fraternity Council, President of our Student Senate and so on. That has certain advantages and disadvantages. But the general practice is that we have our student government agencies, usually the student senate, name these persons, and I do not believe we have had occasion to reject a single nomination.

DEAN BROWN: You reserve the power to reject the nominations?

DR. MC DONALD: Yes, the authority is there, but I think it is better recognized in our failure to use it.

DEAN BERNIE HYINK (Dean of Students, University of Southern California): I think often we feel that the dean of students is the liaison officer between the students and the faculty, the administration. We often feel likewise that the president becomes the liaison officer between the boards of governors, or boards of trustees, and the whole university. My question would have to deal with this area, which I believe we have not touched upon yet: In what kind of relationship can the dean of students work with the president in bringing to the boards of governors the importance of student personnel?

I think often they are the ones who do not have a realization at all of the value in higher education of student personnel work.

DR. MC DONALD: That is really a tough one. It would seem to me that the most essential element in that process of interpretation to the board of trustees would be that the president



himself have an understanding and appreciation of those activities and then I suppose he should have some stimulation from the director of student personnel services. I do not know how more effectively than that to answer that question, but it is exceedingly important. I could see how members of boards of trustees can get very much excited, for example, by the sort of thing that happened like a rash on our campuses last spring, and they have to have some kind of an interpretation of that or else their relationship to the whole student personnel program may fall down.

That is not much of an answer. That is just as much as I can give. It seems to me that it depends primarily upon the president's understanding and being sympathetic with those services.

DEAN JAMES E. FOY (Director of Student Affairs, Alabama Polytechnic Institute): We have been speaking about the values of having the faculty members participate in student activities, out-of-class activities. I would like to ask President McDonald if he takes into account their personal qualifications, do you ask the faculty member what his attitudes are for participation beforehand? Second, do you use that, or consider that in the matter of faculty promotions?

DR. MC DONALD: In answer to the first, no. We are concerned, and I think we usually will secure such information informally.

Answering the second, I think it would be, at least partially, yes, in that a faculty member who has been especially effective -- I can think for example of an excellent member of our instructional staff in history who in addition to being an excellent teacher of history is one of the most effective members of our faculty in working with students. Now I do not see how in the world we are going to avoid taking into consideration that woman's great capacity to work with students when it comes to promotions. In fact, it is already happening. So the answer to your second question is yes.

PRESIDENT SPATHELF: We will take one more question. You want to save them for the groups? All right.

I think we owe a debt of gratitude to Dr. McDonald for his very able assistance here today, and to our three colleagues over on my left for their helpfulness in pointing up this discussion.

If you will look now at your programs on the center

spread, you will note Conference I, which is the group conference discussing this whole theme here, where you will have a chance among others to discuss this very intimately, from three until approximately four-fifteen. About an hour and fifteen minutes.

Your group will be the group that corresponds to the size of your institution. If you look under the Group, it shows Institutions up to 1500, from 1500 to 4,000, and so forth. Your chairman, recorders, and interrogators are listed in the Conference schedule.

We will come back here at four-fifteen for a quick summary from each of these groups. These summaries may follow one of two patterns, either as direct statements, overtones, from your group of considerations that you think are important to include in this kind of a discussion of this topic, or questions which you feel yet need to be answered.

If you will bring these back here we will have a short general session for one-half hour to bring all of the thinking of all of you together in this respect.

Dean Arno Haack is the chairman of that general session.

Now I believe Dean Turner has two or three announcements.

... Announcements of Group meetings by Secretary  
Turner ...

PRESIDENT SPATHELF: This session is adjourned, and we will be back in this same room at four-thirty.

... The Conference recessed at three o'clock ...

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## MONDAY AFTERNOON SESSION

April 6, 1953

The Third General Session convened at four-thirty o'clock, Dean Arno J. Haack, Washington University, presiding.

CHAIRMAN HAACK: Gentlemen, in deference to your concerns and best interests, we have concluded to get this meeting under way as soon as possible. The reason for my urgency in getting started is that we have strict orders from our chairman to hold this session to a half hour, in deference to a very heavy evening program, so we are going to move very rapidly.

I am going to propose that we have our five groups make their reports seriatim, without elaborate introductions, and hold discussion until the end. I am doing that for the simple reason that if we started discussing the first group we would be here for probably an hour and a half. So we will get our reporters before you as rapidly as we can and take advantage of any time at the end for further comments or questions.

We are still in the area of our relationship between the student personnel program and the college president, which these sessions were involved with and discussed, and we are here to hear from the chairmen or recorders of our groups as to any points that came out of that discussion.

We will hear from Group I first, Jack Smith reporting.

DEAN MARC JACK SMITH: Dean Stauffer of Wittenberg asked that I do the reporting for our Group.

We started off with a summary of the questionnaire which I had issued to 180 deans beforehand of small colleges, dealing with the relationship between the dean or the director of student personnel and the president. We discussed this somewhat and then went on to the question of the relationship between the director of student personnel and the president, when the president considers that he should have an open door to all student problems, and we raised the question of how far that open door should be interfered with, or discounted by the director of student personnel. In other words, how much he should insist on prior consultation, when he should be brought into the discussion, how far the policy of the open door creates problems for the dean of students, or director of student personnel.

We discussed various problems of that nature, and then

naturally got off, a little bit like the preacher who, when asked what was the secret of his success, said he always divided his sermon into three parts. First, he announced the subject; second, he got off of it; and third, he never got back on it again. That is approximately what we did in the middle of our discussion.

We went on the basis that the group ought to talk about the thing it wants to talk about, because it may have had problems that the committee did not know it had. Well, I can't resist -- you know the story (laughter) of one of these radio programs with kids in which they answered questions and tried to answer problems which people submitted. This one kid wrote in and said, "I have to go to dancing school, and they require me to wear this silly costume. I have to put it on at home because there isn't any place to change clothes at the dancing school, and I have to go through the streets and everybody laughs at me. What will I do?"

The panel of these small kids thought a minute, and one of them said, "You mean there isn't any bathroom at this place he goes to? This fellow has problems he doesn't even know he has." (Laughter)

Now we have found that in some cases, we had problems we didn't even know we had.

So we spent, I would say, the second half of the time we had available in discussing this question of great importance to the dean of student personnel, namely, rapport and communication between the dean and the students, and how the dean serves as a focusing point for building up this rapport -- techniques and methods by which he can do that to smooth his relationship between himself and the president.

Thank you very much.

CHAIRMAN HAACK: Thank you, Jack.

The report from Group II will be made by Dean Robert S. Hopkins.

DEAN ROBERT S. HOPKINS, JR. (Dean of Men, University of Massachusetts): Thank you, sir. We got off the subject a little bit I think in some of our activities this afternoon, but I will report briefly on what we did.

The first question that was raised was how would we go about developing an institutionwide philosophy and communication. Certain suggestions were made. First, a luncheon meeting held



with various departments, such as Mathematics, History, English and so on. Second, that personnel people might visit meetings of department heads. The third suggestion, that a council of deans, including personnel representatives, might be established.

The second major point that we raised was what authority did we have from the president in appointing moderators of student activities, or advisers of student activities? In one case, no authority, just get their willingness to cooperate and let it go at that. Another suggestion: let the students request faculty members to serve, and that seemed to be a very effective approach. Third suggestion, let the president write a note confirming appointments of faculty volunteers. (I suspect that that "volunteers" goes in quotation marks.) Another suggestion: Let each faculty member write a report to the president, the report of his activities during the year with student activities; the president to read those reports. I think perhaps others ought to read them too.

Another suggestion was that personnel officers should recognize contributions of faculty members by writing reports to the presidents and the academic deans. It was also suggested that a manual of instruction of the role of the faculty advisers might well be prepared. It was further suggested that we might point out to students certain faculty members who could make a unique contribution to student activities.

Another, that the faculty should be made to understand that we are working with them for the total education of the student, and emphatically not trying to build up an empire of student personnel services alone.

To identify what we are doing with the total purposes of the institution was the last one on that topic.

Then we brought up the matter of in-service training. In one instance, and I thought this was rather interesting, the faculty advisers to student organizations were paid \$10.00 for each meeting which they attended in the in-service training program.

Another suggestion was that a series of meetings -- luncheon meetings, deans meetings -- be held. In some cases, monthly meetings of residents and workers in the field might be held. In some cases, weekly meetings, for example, and in other cases more frequent meetings.

We got off the subject then and asked how many people at the present time in our group were serving as full time deans,

and the rough estimate was this: That 80 per cent of the group that was assembled were full time; about 50 per cent of the group had academic rank; about 10 per cent of the group was teaching formal courses.

We asked the question, what different methods were used to communicate our activities to the president? A progress report to the president at his request, or simply initiating it and sending it to the president. In one case it was suggested that there be daily communication between the president and the dean of students.

The last item we suggested was the gaining of recognition and support of the personnel program by calling attention to the influence of the service toward the achievement of the educational purpose through statistical studies and through case studies.

There was a lot of discussion that can go into that. That is what we talked about. Thank you.

CHAIRMAN HAACK: Thank you, Bob.

The report for Group III will be made by Dean J. C. Clevenger.

DEAN J. C. CLEVINGER (Dean of Students, Washington State College): Thank you, Arno. In Group III we had also a wide-ranging discussion, but we settled the thing down at the outset on the problem of communications with Dean Woodruff of Kansas raising the question, what can we do as student personnel administrators to keep students, faculty, the presidents and the board of directors and board of regents properly informed at to the extent and nature and scope of our student personnel programs and needs of students?

In the contribution, Jack Matthews from Missouri mentioned his program there of a monthly meeting of about 25 top administrators, department heads and deans, and so forth, where they discussed student personnel programs, the proper approaches, and the solutions and the basic nature of student needs. It seems to work pretty well for Jack there at Missouri.

Dean Culpepper brought up some of their answers to the problem down there in Florida and his weekly departmental meetings, his orientation program with all of the academic advisers to keep them properly posted on the total nature and scope of the program.



We asked one question there in our meeting. We asked, How many of you men meet with your presidents on a regularly scheduled appointment time? Or do you merely meet with the president as the crises develop? Out of about 25 men present, only one met with his president on a regularly scheduled appointment.

To get back to the problem of communications, other devices were mentioned. Dean McLeod of Northwestern makes effective use of a student round table. Parks from Toledo talked about a newsletter to the faculty for publicizing student personnel programs in general. Dan Poling from Oregon State College brought up the importance of the dean doing some part time teaching in order to maintain some degree of acceptance on the part of the teaching faculty. I think he raised a most important point.

The question comes up in my own and in the minds of all of you, how in the world can a man who is a dean or director or adviser for student affairs find time to do any teaching?

Dean Manchester from Kent brought up a rather interesting point. He said, in discussing this business of proper communication, do not overlook, or do not underestimate faculty wives. (Laughter)

Two other points were brought up that I think are important to us as an organization. (1) Bill Craig from Kansas State raised the problem: What is the problem of the future for those of us in this work in terms of the growth that we see in student enrollment? It is not too difficult for us to look back to 1946 and 1947 and know whereof he speaks. What are the implications for this? Most of us like to talk in terms of almost double enrollment by 1962. What does that mean for us in terms of communication and our working relationship with the president? Is that going to tend to make the problem more complex than it is at the present? That is something for us to ponder on a little bit.

Finally, I want to bring to this Conference what I think is an important problem for us as a group, and a problem raised by Lysle Croft of Kentucky. Lysle asked this question: On this problem of relationships of student personnel administrator to the college president, I want to know how many of us represent institutions where one man, whether he be a dean or director or a vice president, or whatever you may call him, has the responsibility for the coordination of the program, staffwise, through the president's office? We asked for a showing of hands on that and approximately half of our Group III, representing institutions where one man served as the coordinator irrespective of title of total

student personnel services on the campus. I think that is a problem for this Conference to consider. In other words, do we represent the type of organizations where the dean of men, the dean of women, the director of placement, director of the health service, and counseling service, all have access to the campus? Is that the type of program we stand for? Or, are we interested in promoting the type of program where all these things funnel through one man, directly to the president's office, so that we get a better job of coordination and better basic understanding of the total program and its needs? I think it is an important problem for us.

Thank you.

CHAIRMAN HAACK: Thank you, Jack. I am glad you brought in that question of faculty wives. I had a little private bet with myself. One contribution I did not get to make to one of the discussion groups. I wanted to make it here, venturing that no one would deal with it, and that is the question dealing with the president's wives. I could tell from the expression from the audience that we missed a very good point. (Laughter)

Group IV's reporter will be Vice President Terrel Spencer. Mr. Spencer.

DEAN TERREL SPENCER (Vice President, Student Services, University of Houston): It is obvious that communication is not a problem unique to any sized institution, for the matter posed itself most predominantly in our meeting.

Discussion of communications was divided into about three sections: Communications of student personnel administrator with the board, with the president, and with the faculty.

It was suggested that communications might be had best through the board, by relaying the information through the president, or, second, through a committee of the board serving with the chief personnel administrative officer.

With the president, suggestions were made: Daily or at least periodic meetings might be had with him, with the chief administrative officers of the university, by their several vice presidents, or the staff, or the student services division.

Another concept arose in relation to those two levels of communication and that was that the president should not be disturbed about many things, but the final authority should be in



the chief personnel administrative officer, but he should be informed and warned of impending problems that come to his attention for decision.

There were a number of suggestions made regarding communications with the faculty. Chief among them was: to utilize their services. Several suggestions were made in order to utilize those services with the least amount of effort. One was the reduction of teaching load, bonuses to those selected for performing excellent service, encouraging students to make requests of faculty members to serve as sponsors or chaperones to various social occasions. Another one, rotation of faculty members on student activities committees. Having a new committee each year would give more interest to a larger group over a period of years. Finally, commendation of selected faculty members to the president for their outstanding service in student personnel work.

Another subject discussed involved a recommendation that thought and study be given to the matter of using audio-visual aids to communicate with all forces the progress and function of the student services division.

It was requested by the group that two copies of Dr. McDonald's speech be mailed to attendants on this convention so that one might be transmitted to the convention, if deemed wise. (Laughter)

The final point related to centralization of administration. Some conflict arose about centralization of administration and it was decided that perhaps the best way to attain both with the optimum of efficiency would be to have an increased amount of faculty-student-administrative committees in deliberation.

CHAIRMAN HAACK: Thank you very much.

The report of the last Group, # V, will be made by Dean Frank Grammer, Newark College of Engineering. Mr. Grammer.

DEAN FRANK A. GRAMMER (Dean of Students, Newark College of Engineering): Of course there is one advantage to being last in this sort of thing, that you can always say that your group discussed everything that the previous reporters said, which is true to a reasonable extent. They did.

We did come to a conclusion. Perhaps we started out with this prejudice, that engineers perhaps are somewhat different from other people, and that those of us connected with personnel work in engineering colleges have a somewhat more difficult

problem than is encountered in other schools. The thought was advanced that engineers who constitute our faculties to a great extent are interested perhaps more in research than they are in student affairs. Further, they do not have too much time for student affairs, and I suppose that we might have ended there and gone home.

However, we all realized that that is not the answer, and that the engineer must be a well rounded person, that he must have these other interests, and that we must supply them for him, if for no other reason than that employers are interested in that sort of thing.

It is significant, I think, that both in our discussions and in the discussions which have been reported previously, that there did not seem to be any effort on the part of leading personnel administrators to necessarily blame presidents for our shortcomings. There seemed to be a great deal of emphasis on the fact that here was a job that we had to do, and that we should seek every means at our disposal in order to do that; that we should encourage the president to meet with students; that we should encourage individual faculty members to participate in student affairs of one kind or another. As I recall, our last statement was to the effect that this was an individual problem, and it was a job of the personnel administrator to interest the individual faculty member in doing the type of thing which we think is so important.

CHAIRMAN HAACK: Thank you very much.

I submit that our recorders have done an unusually good job because we still have five minutes at the end of the hour. That does give us a few minutes for comments, further reports from any of you from the groups if you feel that salient points have not been stressed, or questions to any of these group representatives. Are there such comments or questions? Vic's motion in the back of the room says there had better not be any. Did I interpret that correctly, Mr. Chairman? (Laughter)

We will then call on Mr. Turner for the inevitable announcements.

SECRETARY TURNER: Arnie, we have the usual announcements.

... Announcements re: Group reports and meetings ...



SECRETARY TURNER: The dinner will be at six o'clock tonight, at the usual place. I want to call your attention to this informal party tonight. That is purely entertainment, good times and refreshments. The ladies' group will be there. The Michigan State people have gone to quite an effort to provide this, and I think it will be a lot of fun, in addition to the fact that we owe them the courtesy of good attendance there.

... Further announcements ...

CHAIRMAN HAACK: Thank you, Fred.

With appreciation to our reporters for their efforts, our meeting is adjourned.

... The Conference recessed at five o'clock ...

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## TUESDAY MORNING SESSION

April 7, 1953

The Conference reconvened at nine-five o'clock, Dean Bernard L. Hyink, Dean of Students, University of Southern California, presiding.

CHAIRMAN HYINK: I think we will try to get started as nearly on time as we can. Yesterday there seemed to be some feeling on the part of the men that they wanted to have a little more time for discussion from the floor, and I think we will have that opportunity this morning in this fourth general session.

Judging from the discussion yesterday, I think there will be a good deal of interest, and I know that there is a great deal of anticipation, with regard to this subject having to do with the administrative relationships between the student personnel and the academic side of the university. I think Dr. Ellis has the subject which will be of considerable interest, at least from the questions that were raised yesterday. All of us certainly in student personnel are interested in the academic relationships, not only because we are interested in the welfare, and are concerned with the welfare of our students, but also, Dr. Ellis, I think many of us here are either "would be" or "worn out" college professors ourselves, and we therefore have an interest in this side of the picture. Some of us, whether we are worn out or would be, I think would all like to be considered members of the faculty, at least judging from most of the discussions that we had in this Conference, and we would like to be considered in the true sense faculty members, in spite of the fact that all of us are aware that college professors are not the most popular class in society today, even among our college students, which was witnessed by a college dance which transpired on a nearby campus where they were having one of these mixer dances for the first time, and on this occasion this young lady was dancing with this young man and she wanted to get acquainted so she started out the conversation by saying, "How do you like the university by this time?"

This proved to be the wrong question because his chin dropped a foot and he said, "I don't like it."

She said, "What seems to be the trouble?"

He said, "I guess it's my major professor. He is an old fuddy-duddy and his lectures are dry, and I don't think I'll last this thing out."



She asked, "What's your major?"

He said, "Zoology."

She asked, "Do you know who I am?"

He said, "No."

She said, "I'm the professor's daughter."

After some time he said reluctantly, "Do you know who I am?" She said, "No." He said, "That's good." (Laughter)

So I think, Dr. Ellis, we are all aware of the fact that college professors have their troubles too, as well as all of us. But we are very glad to welcome you here today.

Dr. Ellis is a Professor of History and Dean of the College of Arts and Science at the University of Missouri; born at North Dakota; with his Bachelor's and Master's degrees at the University of North Dakota, his Doctor's degree from the University of Iowa. He has taught at the University of Iowa and Ohio State, in addition to Missouri. He has been at the University of Missouri since 1930. He has been in the capacity of dean of the graduate school, and he is now dean of the College of Arts and Science, which is the biggest division within the University. He has been in that capacity since 1936.

During the war he was in the Provost General School at Ft. Custer and was made a Major in the army, in the G-2, in the War Department General Staff.

He has been a Guggenheim Fellow, been the President of the National Council of Social Studies, member of the Board of Directors of the Social Science Directors Council, member of Phi Beta Kappa. He is an author of some reputation in historical works, and also an editor. Recently in 1951 and 1952, he was a visiting professor at the University of Amsterdam.

I think of more interest to us than any of these things is the fact that Dean Ellis remarked that at one time he was Vice President in charge of extracurricular affairs at the University of Missouri. This big mouthful meant, he said, that he was in student personnel work. He said he did everything in getting promoted out of it, and he was successful in being made Dean of the College. I am sure he will raise some questions that will be of interest to all of us.

Dean Ellis, glad to have you here. (Applause)

DOCTOR ELMER ELLIS (Dean of the College of Arts and Sciences, University of Missouri): Mr. Chairman, Gentlemen -- maybe I should say "Deans and Future Deans": I appreciate that over-generous introduction.

In spite of the very generous introduction of our chairman this morning, I must confess that all I know about the work of the Dean of Students I learned from my fellow Rotarian, Arno Nowotny. A few years ago I had the pleasure of an Atlantic-Mediterranean cruise with the U. S. Navy and with "Shorty." Between his various activities of teaching the cadets from Brooklyn to sing "The Eyes of Texas" properly and of making high ranking U. S. Naval officers, Mayors of French cities and similar notables into honorary citizens of Texas, he instructed me in the principles and practices of the Dean of Student Affairs, a title then new to me. I give him full credit for all I know about the work of the Dean of Student Affairs, and like the modern college student, I also invite you to give my teacher full credit for all that I do not understand about it.

It seems to me that there is no place in university administration where the pattern of organization is more a result of history than in student affairs. The character of leadership in our universities in the recent past has been more influential than logic in determining the administrative structure in this field. Speaking of the only institution that I know well, the University of Missouri, there was no title of Dean of Men or Women before 1922, although there had been women officials, such as the "lady principal" of 1879, the "matron" who succeeded her, and the "adviser of women" who held office just previous to the establishment of the office of Dean of Women.

Anyone who knows the history of American colleges and universities knows that the function of a Dean of Students did not begin at that late date, but had always been performed in one way or another. In some cases much of it was done by the academic dean and in smaller colleges by the President until circumstance beyond all of our controls forced that functionary to become, what one of my friends who is one calls, "a tower of brass by day and a bag of gas by night." (Laughter) More often than either, it was members of the faculty who, because of their special sensitiveness to student problems and their willingness to sacrifice themselves, performed these services. In the century before 1920, the histories of our colleges and universities record the names of many of these. At Missouri, a Professor of Engineering made himself so indispensable in this work that he was relieved of a large part of his teaching and actually overshadowed the first official Dean of Men for several years.



About the same time as the establishment of the offices of Dean of Men and Dean of Women, each official inheriting a much older institution in the Committees on Student Discipline for Men and for Women respectively, the College of Arts and Science began its first freshman testing program in order to use the results in educational advising. There is no evidence of any connection between these two innovations, and the testing was conducted for the College by the Department of Psychology. These changes were followed in a few years by a University-wide Freshman Orientation Day, in charge of the new Dean of Men, but it was several years before the other colleges followed Arts and Science in the testing program. The administration of this at Missouri remained a function of the Department of Psychology until after World War II.

In the twenties and early thirties our student health clinic expanded greatly under vigorous leadership, and in the middle thirties a psychological clinic was added, staffed by a member of the Psychology Department, Fred McKinney. The striking success of this clinic retarded, and still does, any large use of psychiatric services on our campus.

In the meantime, the structure of the Arts College and its educational advising system was undergoing important changes. Under the pressure of increasing enrollment of underclassmen, a faculty member was added to the Dean's Office to take over the large part of this work. This position, at first part-time and then full-time, went through an evolution of titles, first Assistant Dean, then Dean of Underclassmen, and finally to the subsequent confusion of many outsiders, Dean of Students. As the senior Dean of the College became Dean of the Faculty and the administrative work was divided in this very logical way, the title had real meaning. Nevertheless, its confusion with the Dean of Men and with the newer Deans of Student Affairs, made it unwise to continue it and on the retirement of the incumbent in 1948 the title was discontinued.

Before 1945 there was little change in this organization. The freshman Orientation Day expanded to include first two and then three days. The work of the Deans of Men and Women was largely separate but combined in the student activities committee and certain interorganization groups. They both belonged to the Committee of Deans. A large share of their time was spent in social functions with student groups.

The post-war influx of students speeded up changes in these areas with us as it did everywhere. In preparation for the expected crisis, an important change had been made in our overall

administrative organization. To relieve the President of many administrative details, a new office had been created called the Office of the Vice President in charge of Extra Divisional Educational Activities. In brief, what this change did was to place under this office all educational activities not under the dean of a division. Thus the offices of the Deans of Men and of Women were placed under the new Vice President. So was the Student Health Service, the Admissions Office, the University Libraries, the Adult Education and Extension Division, the Department of Physical Education, and the three military departments. Virtually all University committees reported to the new Vice President, including those on student activities, Discipline for Men and Discipline for Women.

As the first occupant of this new administrative position, your speaker was under the necessity of learning a great deal and learning it fast. He did not learn it fast enough, however, to resist the temptation to shift over to an academic deanship at the end of the first year. His successor, Thomas A. Brady, has continued the new office under strong leadership and unquestionably has made it a key place in the University administration.

Its first expansion was the establishment of a Counseling and Testing Bureau, which took over the work that had formerly been done by the Psychology Department, and added to it more general counseling functions, a reading clinic and similar services. A reorganization in 1950 established a Dean of Student Affairs, with Directors of Student Affairs for Men and for Women. Along with this went the uniting of the two old discipline committees into one Committee on Student Conduct.

Thus we have arrived at Missouri at a grouping of nearly all of our student services under the Vice President in charge of Extra Divisional Educational Activities. Those under the Vice President, but not under the Dean of Student Affairs, are the Counseling and Testing Bureau, the Student Health Service, the Admissions Office, and a large series of committees dealing with student affairs, such as the committees on student publications, yearbooks, scholarships, etc. The largest recreational program for students, intermural athletics, is also in this administrative organization as it is carried on by the Department of Physical Education. Not in this organization, however, are some functions that must be classified as student services, such as student loans, University student employment and the vocational placement for graduates.

Changes also took place in the advising programs of the divisions, especially in the College of Arts and Science. Under



the pressure of the huge underclass enrollment, that division experimented for a time with a staff of special non-faculty advisers for students at this level on the order of the system then in use at Ohio State University. But this was given up for the older system of faculty academic advisers. To insure that the system would operate at a higher level of efficiency than it had before 1945, a faculty committee on advising was established, headed first by a clinical psychologist and later by the Head of the University Testing Bureau, a professor of psychology. This committee instituted a program of training academic advisers and it studies the system continuously. At the head of this advising system is an Assistant Dean aided by a professionally trained counselor. Unlike most faculty advisers, this counselor is available to students at any time. Moreover, faculty advisers frequently refer students with the more serious problems to the Dean's office and consequently most of the problem cases, which are usually not entirely educational in nature, are settled there.

It is clear, I believe, from this brief history that the Arts College stands in a closer relation to certain of the student services than any other division. This is especially true of the Counseling and Testing Bureau which began in the Arts College and was later made a University service. The Arts College administers some services itself such as the speech and hearing clinic and the writing clinic, which serve the entire student body. Moreover, there is a tendency for some professional colleges to resist University wide services and to try to maintain their own on a college basis. The common objectives of students in a professional school, or more precisely among their faculties, seems to make them push in the direction of complete independence. This accounts in large part for the closer support the student services receive from the College of Arts. Perhaps it reflects too the matter of complexity and size, which leads the Arts College to accept help wherever it can get it and to get as much service as it can on other budgets than its own. Perhaps it only reflects the fact which Dean Matthews frequently has called to my attention, that most student conduct problems come from our division. (Laughter)

One of the more peculiar aspects of this relationship on the Missouri campus involves the recreational programs in the Student Union. By long standing tradition with us, recreational programs in the areas where we have instructional departments are based in these departments. A similar principle governs all of our adult education and extension service. Under this principle, the departments of Art, Music, Physical Education and Speech and Dramatics, all are concerned with the Union's recreational program. In the three departments here that are part of the Arts

College we have the individuals conducting these programs also engaged in some regular teaching in their departments. Of course these appointments are joint ones with the College and the Union management, but the person in charge is a faculty member in good standing in the department. Unless we are badly mistaken, this grounds the program in respect of the instructional staff, and leads to a recreational program that is in harmony with some part of our instruction in general education. We have no intention of permitting our Union program to become a divergent and competing educational program with that of the colleges and schools of the University.

Out of our Director of Student Affairs office we expect our most vigorous leadership in the area of student conduct. But we do not place responsibility there. We place that on a faculty committee with appeals to the Committee of Deans and from it to the Board of Curators. Having experienced one of the most uninhibited panty raids of last year's silly season, the Dean of Student Affairs, the Committee on Student Conduct and both of the appeal bodies found the subsequent months unusually busy ones. As an academic dean who was fortunate enough to meet that crisis as a Fulbright lecturer at the University of Amsterdam, it was possible for me to view it with some detachment, but even at that distance it cut deep as the comments at the universities abroad were hardly complimentary. On one occasion, comment was tied up with the fact that American universities assigned substantial proportions of their funds to student personnel work and still such happenings took place. This comment included an invidious comparison. The University of Amsterdam is almost exactly the same size as the University of Missouri. It has no student services whatever. Yet such a happening is impossible there. So the question was raised, why do you waste money on student services anyway? It was a difficult question to answer except in the realistic terms that our University students are a very different group from theirs, and that even theirs could profit from our types of services.

One of our staff was teaching at a Hindu University when the panty raids occurred. He overheard several student discussions of the news of the panty raids which were a large item in the foreign press everywhere, it seems. One Indian student offered the suggestion that there was a typographical error in the newspaper stories. What they must mean, he insisted, was a pantry raid! (Laughter) That seemed to make more sense to his fellows and thus unwittingly pointed up one of the cultural differences between Hindus and Americans that our foreign student advisers might note.

Perhaps the place where disciplinary problems impinge



on the academic divisions most directly is in the area of cheating. Here, most of us in the Arts College belong by tradition to the school that trusts no one at examination time, but believes examinations should be well proctored and if students cheat, it is at least partly the fault of the instructor. Likewise, we are convinced that an instructor who detects the ordinary types of cheating has no right to call upon his colleagues who happen to be stuck with assignments on the conduct committee to settle the problem. He has adequate penalties at hand and the prompt and fearless assessment of them is more effective than a case to be made to a committee which is unknown to the malefactor and to his associates.

The University of Missouri last year adopted a rule to prevent teachers from unnecessary reference of cheating cases to the Committee on Student Conduct. This rule requires that referrals to the Committee on such cases come to the Committee only from a divisional Dean. This, we believe, encourages instructors to deal with their own cases, and it discourages unnecessary and undesirable reference to the Committee on Conduct. The same change requires all instructors to report cases of cheating to the academic dean.

There is one place where in the past we have had a substantial disagreement with the Counseling Bureau. This was over the matter of educational advising. The position of the College of Arts is that the educational advising of its students belongs solely to the College. This is true of all other divisions of the University. Perhaps the issue arose with us because of the relative newness of our counseling service as a Bureau separate from the Psychology Department. At any rate, after our Bureau was established and staffed with young testers and counselors who had the usual training for that work, our first experiences with its educational advising was far from reassuring. Some of these new counselors who were without faculty experience were so ignorant of the variety of educational opportunities available on our campus, their educational-vocational categories were so crude and so limited in number as to indicate a definite unfitness for the task. Whenever an Arts adviser referred a student to the Bureau for help in arriving at a vocational choice and the tests and counseling indicated a career in business, there followed an automatic advice to enter the Business School. This ignored the fact that most of our Arts College graduates enter business too, that many large employers prefer Arts graduates for certain types of occupations, and some of the patterns of education in the Business School differ from those in the Arts College chiefly in their different general education requirements. The Counseling Bureau now sends the student back to the adviser that referred

him, as well as suggesting that he talk with advisers in the Business School.

While I doubt that this sharp restriction will change in our professional divisions, it may be modified as far as the Arts College is concerned. The close relationship between the College and the Bureau helps. Moreover, the Bureau staff has learned a great deal about the educational program of the University and is in a better position to do advising than it was four years ago. The assistance it gives the College committee on advising has developed a confidence in each other that did not exist a few years ago. It is not improbable that in the future the College may feel more kindly toward the idea that the Bureau add educational advice to the other counseling it does, but that is strictly in the future.

- Our student records are maintained chiefly in two places -- in the offices of the deans of divisions, and in the office of the Dean of Students. Test records are in the Counseling Bureau as well as other information on those students who have been advised there; other records are in the Student Health service for those who have used its services, and, of course, the official academic records are in our Admissions Office. The records in the Arts Dean's office are duplicated by those in the files of the faculty adviser. The latter set is sent with the student to the student's adviser in the Arts department in which he majors or to the schools of Business or Journalism or to the other professional schools to which students may transfer. When files transfer, some or all of the notes of interviews may be removed! I believe there is no more information about students in our office file than in any other, although for certain students there is more in the Dean of Students' file. We have no formal system of exchanging information between the Dean of Students' records and those of the Arts office. Only in cases that present problems or threaten to do so do we cross-check such information, usually by telephone with the other office, with the faculty adviser, or at times with the Health Service. As such information is instantly available by telephone, we have felt no need for systems of regular exchange.

Of course there is a regular exchange of certain types of information. When the Committee on Student Conduct puts a student on probation or suspends him from the University, the divisional dean receives a notice of the action, usually a copy of the letter that goes to the student's parents. No details of the charges or of the evidence is included in this. The divisional dean is given this information, however, in confidence. It usually goes into the student's personal folder in the dean's



office, but not to his faculty adviser. Similarly, the academic status of each student is indicated to the Dean of Students by the record of the student's grades immediately after the semester closes, and by copies of the mid-semester deficiency reports which are sent regularly to the academic dean and faculty advisers. He is thus informed as promptly as the divisional deans if a student is in scholastic difficulties.

Such a system as ours is expensive in the amount of duplication required and the number of files to be maintained. Nevertheless, we see no way of avoiding this expense if counseling and advising is to be of maximum effectiveness. We subscribe to the theory that the person best able to do personal counseling is the person who gets the opportunity, whether he be an instructor, a faculty adviser, a dormitory counselor or a dean. Any of these individuals' work in this area will be improved by information. One sad feature, however, is that little counseling aside from educational advising is done by anyone for the larger group of our students who present no educational or conduct problems.

Admittedly this system is loose and it works only because we understand it and the people who work with it work together. It requires a great deal of communication between the divisional deans and the Dean of Students' offices. Much of this involves particular students. The larger matters of planning or staff work come through University committees.

As an example, take the problem of planning the New Student Week in the fall. The major part of the leadership here comes from the Dean of Students but important parts belong to the divisional deans, the Counseling and Testing Bureau, and the Office of Admissions. The plans are developed by a Committee on Student Personnel Work of which the Dean of Students is Chairman. The committee includes representatives of the offices of the College deans, the directors of Student Affairs for Men and for Women, the Director of Admissions, the Director of the Counseling and Testing Bureau, the Director of the Psychological Clinic, the Director of the Student Health Services, and a few others. This committee plans the program, most of which is carried out by the directors of Student Affairs for Men and for Women. The same committee conducts post-mortems after the week is over and starts its plans for another year.

During the last two years the Dean of Students has organized monthly luncheons for all people involved directly in student personnel work, including the members of the Committee on Student Personnel Work. Special guests are invited at times

because of the topic selected for discussion. It is an occasion in which pressing problems, long range plans and new ideas are discussed informally. It is unofficial, but its discussions lead directly to action by the Committee on Student Personnel Work or the Committee of Deans. It has been an excellent device for solving problems before they arise.

I was asked in this paper to delimit the area where the authority of the various agencies dealing with student affairs should be fixed. I must confess that in our office we are not conscious of a need for a more precise delimitation. Perhaps this is because the office of the Dean of Student Affairs is only three years old. But chiefly I trust it is because we are agreed upon fundamental policy and there is regular consultation and agreement all along the line. The Vice President coordinates student personnel policies on the basis of discussions and understanding already reached informally under the leadership of the Dean of Students. Where divisions disagree with these or with each other, the differences are settled in the Committee of Deans with the Vice President, the Dean of Students, and the divisional deans all present. We have, I think, an experimental attitude toward our organization, and it can be changed readily if we find it desirable.

Perhaps I could summarize by suggesting certain areas where we in our office feel we need help from the Dean of Students' staff.

1. We need as good an environment for serious academic study as possible maintained in all student housing. The improvement is especially needed in the fraternity group.
2. We need a guided recreational program that will bring about the greatest reasonable development of the student in terms of the purposes of the University.
3. We need leadership in the area of student conduct in such a way as to promote student responsibility and maturity.
4. We need a program of student education regarding the University itself that will tend to develop students who understand it.
5. We need the type of information that frequently comes to the Dean of Students' staff before it does to us regarding faculty-student relationship situations that need prompt attention to prevent them from becoming serious problems. We need help in keeping informed as to student opinion on University practices and programs.



6. We need leadership among student organization to keep these groups directed at acceptable and obtainable objectives in line with the purposes of the University.

7. We want sympathetic personal counseling available to our students so that these student problems will be kept to a minimum.

I do not say that these are the Dean of Students' sole responsibility. Indeed they are the responsibility of all of us on a University faculty. But certainly in these areas we look to the Dean of Students for leadership and on our campus we are getting it. (Applause)

CHAIRMAN HYINK: Dr. Ellis, I know I speak for this whole group in expressing appreciation for a clear and frank discussion of this topic, also a stimulating one, and one based on practical experiences, which will be most useful I am sure in the further discussion of this topic.

Our panel this morning of "quiz kids" are Dean Kallgren of Colgate, Dean Matthews of Missouri and Dean McLeod of Northwestern Universities, and we promised we would give Jack the first crack at this thing, as long as Dr. Ellis comes from his University.

DEAN JACK MATTHEWS (University of Missouri): Thank you. I want to make just one or two comments, because I think it would be inappropriate for me to challenge the dean here, since he will be back in town probably a little earlier than I. (Laughter) And since he so well stated that this program at the University of Missouri is on an experimental basis, it means that I would look to this tenure which I hold from the Physical Education Department with considerable feeling.

I would like to mention, however, this matter of the panty raid which has been referred to. One of our boys, in talking with him, said, "You know, we didn't have much of a football team last fall, and our basketball team wasn't too good, but we sure had the best panty raid in the country." (Laughter) I am here to attest to that. (Laughter)

I just want to make a couple of notes here about this personnel group luncheon, as we call it. Out of that recently has come a couple of parts of our program which I think will add to our total university program.

As Dean Ellis mentioned, we sent up many trial balloons there. We have people there from all over the campus, and one of

the most recent ones that was sent up there, and received favorable consideration and passed the committee of deans, was the promotion of a parents' day for our new students next fall. That has passed the committee of deans. The College of Agriculture really experimented in a small way with this parents' day for students, and it was a very, very successful program.

We had another situation that came up which might be of some interest to you. I do not know how it is handled on other campuses, but we were anxious to have an interview with all students leaving the campus regardless of the division from which they came. We pointed up in this group luncheon some of the bad situations that were coming as a result of some of the divisions not being particularly interested in the students who were departing from the campus. We were not urging, necessarily, that we have the full responsibility for the exit interviews, but we did want to see these students.

As a result of this discussion in this luncheon group there has now been added to the check-out list the name of the office of the Dean of Students, and that has only been in operation two or three weeks and we feel it is working out very, very satisfactorily in avoiding some bad public relations, and the students are receiving it very well, even the graduate students and even though they may have to come from other offices two or three blocks away from the office of the Dean of Students.

I think Dean Ellis made it clear that we do not attempt to do any educational advising. That is one of the lines that is drawn pretty plainly in our office. Oh, we may just get into a brief discussion with some of the problems that a student may have in his chosen field, but we always make reference to the academic division.

I won't take any more time. I may have another question after the other two members of the panel make their remarks. Thank you.

CHAIRMAN HYINK: Thanks very much, Jack. Now I think we will open this up a little bit further. Jim, do you have some comments or questions you would like to raise at this time?

DEAN JAMES C. MC LEOD (Dean of Students, Northwestern University): Just scared the life out of Dean Kallgren who asked, "What are you going to do with those notes? You're not going to talk that long?" I assure you I am not. He just said, "You know, you are an old preacher", which is true. But I speak as a neophyte in this area, having recently been promoted, according



to some people, and definitely demoted in the opinion of others, from the University Chaplain to the Dean of Students.

I think my reaction to the presentation has been that at Missouri they could suffer from some of the same things as we do at Northwestern, and it is either isolation, or insulation, and one of the best descriptions of isolationism that I have heard is "those who live behind a hydrocephalic barrier, which is 3,000 miles of water on the brain, which concludes that because the distance across the English Channel is 18 miles, therefore we are 143 times as safe from atomic attack as England." Fine logic.

I think that sometimes there is isolationism on the part of the academicians, and they are wont to isolate themselves from interest in the personnel concerns of the university's life.

In our own setup, to supplement what has been said, I would say that our educational adviser system most definitely functions in the Liberal Arts College, and has but recently begun to function in the other Colleges of the University. We have a chief adviser whose sole responsibility is to keep these people on their toes and to act as the title would indicate, as chief adviser. There are 21 of them. After seven years of experimentation they concluded that these people were doing a very good job and should be rewarded, so the Board of Trustees was convinced that it would be advisable to reward them and they increased the salaries of all those people who act as advisers to freshmen and sophomores. They receive a subsidy for this work. I assure you that the Dean of the Liberal Arts College tells me he gets much better service.

The other comments would be that in addition to the adviser aspect, we have a tutorial plan, and under this is a chief adviser of tutors for students, particularly in the basic courses, in the gradually evolving common freshman year of the University, which enables us to salvage some students. Maybe you do not have to salvage students in state colleges. We do, as far as we can. If they were good enough to get in, we like to keep them.

I would like to express my appreciation really for our friend's presentation of the general outline program and plan, purposes, and goals as they have been set forth.

If I have no other comment, it would be that an experiment has been the utilization of a committee on undergraduate life which is made up of assistant deans, as they exist in certain

of our schools, and where they do not have them a member of the faculty, who has shown a genuine interest in students and student welfare, is appointed by the President to this committee on undergraduate life. It acts as a screen and acts as a means of communication between students and administration, administration and students.

If the administration would like to get something across to the students, painlessly and effectively, it can be done through this committee. If the students would like to reach the top administration with a new idea or concept which they would like to inaugurate -- the extension of greater freedom, and the utilization of our fraternities, for example, so that women could be allowed to go to the fraternities at certain hours, and so on -- it was best cleared through this committee, and having the students actually present to present their own problems and program.

I think that the participation of the total audience is going to be much more fruitful than comments from us.

CHAIRMAN HYINK: Thanks, Jim.

Dean Kallgren, would you like to make a few comments at this time?

DEAN CARL A. KALLGREN (Dean of the College, Colgate University): Thank you.

Those of us who come from smaller institutions -- mine has 1300 students -- are somewhat in awe of these great state universities, and perhaps a little envious because we know that all you have to do is beckon to the state legislatures and you have a new building. (Laughter) We have to go out and raise the money, or at least try to do it.

Similarly, the programs which you follow, to those of us who come from smaller institutions, seem elaborate, perhaps complicated, and yet when we examine them they are not so vastly different from what we ourselves are attempting to do.

It would not be profitable I think for me to spend much time discussing what we do at Colgate, because that can be taken up in the group which is limited to colleges under 1500. I will say we have a dean of the faculty who takes charge of the curriculum in particular, and everything pertaining to the teaching staff, but there is no conflict between the dean of the college, or dean of the students -- whichever title you prefer -- and the dean of the faculty, because in a small institution you



are able to meet together pretty often. We understand what each others particular interests are and we are not especially worried if there should be a slight overlap. So we all, as someone has said here this morning (I think the speaker) do not care particularly who does the advising, as long as it is done, and done to the student's advantage.

I thought the paper was extremely interesting. I particularly appreciated the stories because I had not heard them before. (Laughter)

There were a couple of incidental things that I would like to have followed up, if time permitted. Perhaps they are only incidental.

I was a little puzzled about what the speaker had to say about cheating. Only important cases, as I understood it, and they had to be screened pretty carefully, to take up the time of the Central Discipline Committee. I just do not know what the gradations are there, and I think it would be interesting to find out.

I also wondered what a professional management team that comes in to examine the business operation of an institution -- we had one such check and some of the rest of you have had -- would say or recommend in regard to these files we seem to be keeping in a number of different places, and very well, but as the speaker himself said, rather expensively.

I would like to make one observation in closing, and I think it is the most important thing I have to say. We come here from different types of institutions, representing the whole country. Many persons have already said to me that "the greatest thing I get out of these meetings is the consciousness that we are all faced with the same problems." The locale may be different, there are some peculiarities of our individual settings, but substantially we are all dealing with the same matters and we all face substantially the same problems.

Now I thought when I listened to that paper, that is certainly different than our setup, and yet when we came to the conclusion and he mentioned all the different things that he would like to have done, such as the improvement of housing and the guided recreational program which would fit into the educational program, the leadership in student conduct, and so forth, my friends, every one of those are objectives that we have in our institution. These we recognize too as needs; and so do you. So the distinction between the sizes of the institutions seems to break down at that point.

CHAIRMAN HYINK: Thank you very much, Dean Kallgren.

I think before opening discussion to the floor, we will give Dr. Ellis a chance to respond to one or two points raised by Dean Kallgren. Dr. Ellis.

DR. ELLIS: The main question there is how we distinguish between minor and major cheating -- was that it? I am not sure that I speak for the deans of the other divisions, but speaking only for myself, I would say that any kind of cribbing in class, I think would be the problem of the instructor to take care of. However, if we had an attempt to steal examinations from an office the night before examination, or something of that kind, I think that would be a matter to go before the student conduct committee. That is the way I handle it in my office. That is the two extremes.

DEAN KALLGREN: Do the penalties vary from department to department?

DR. ELLIS: I am sure they do. But one idea for this rule is to try to, at least within each division, get some uniformity in it, and I think -- of course, I do not know myself how important uniformity is, but at least I am quite sure in my own mind that the instructor handling the normal problem is in a better position to do it than I am as a dean, or than the student conduct committee.

Was there another question there?

DEAN KALLGREN: I don't think there really was another question.

DR. ELLIS: I might add one thing to what Jack said. He mentioned this particular rule we had recently adopted. I must say I had my fingers crossed on it. We had considerable difficulty getting a terminal interview ourselves with students leaving the college, leaving the university. The one hold we have on the students -- now let's say the normal student leaving the university, there is no problem there. But the problem case comes up, the other kind of student comes to you and tells you he is leaving and why. The student leaving the university to elope, we will say, is one of the problem cases. That is how this came up, I believe, one case of that kind. There is this particular bait: There is a refund of fees if they leave any time shortly just before the end of the term, and they like to get that refund. In order to get that refund they have to check out through the Admissions office and the Dean's office. Heretofore they have not had to check out through the Student Affairs Office.



Now what I am afraid of is in requiring them to check out there also before they get that fee, they are simply not going to check out. They know they can come into our office, ordinarily, and unless someone in our office is already suspicious they can check out and get our signature and go down and get their fee and leave, and we are not apt to report it immediately. I mean by that, within the day, to their parents or to the Dean of Students.

I am sure they would not have any such idea about the Dean of Students. They would know he would do that. Consequently, I think what we will do with that kind of problem case is they just will not check out. They will just leave. Now maybe I am wrong. I hope I am. But I do not think the thing that our committee brought out is going to solve the problem of that case.

CHAIRMAN HYINK: Thanks again, Dr. Ellis. I am sure now we have some time for discussion from the floor. Will you be kind enough to identify yourself before you speak.

DEAN WALTER: I would like to ask Dr. Ellis one more question about the cheating problem. You say you leave it to the individual instructor, or staff member. Do you do anything to help the staff member in taking hold of the situation involving cheating? I remember in our own Arts College we have some young instructors and teaching fellows who see it, but they do not know how to approach it. So the last two years we have tried to help them take hold of it and outline a procedure.

DR. ELLIS: We have written materials that we give our new instructors -- of course, they are available to all, but we always see that a new instructor gets them. We have some discussions in meetings for our new instructors regarding it, how to handle such cases. While, as I say, partly this is aimed at getting reasonable uniformity, I think we do have a group of good suggestions. Of course, even then cases come up. We urge them, if cases do come up to take it up in the department, take it up with the department chairman, or come to the dean's office if they wish, but outside of this original instruction that we give them in handling these cases, and the printed materials (really they are mimeographed) that we put in their hands, we have a publication that we have had now for about four years that is called "Ways to Better Teaching" which is largely on improving teaching, that we give each new instructor, and in that is a section on examinations and grading that goes into the matter of cheating.

That is originally a presentation orally to the faculty

and it is discussed in faculty meetings, in meetings with new instructors, and at least in a few of the larger departments in departmental sessions. So I think we get most of our people pretty well advised on how to handle that.

DEAN BEATY: I would like to ask whether or not the students feel any responsibility for reporting cases of cheating, irregularities in examinations, or does it all come from the teachers in charge?

DR. ELLIS: In our division students do not report cheating, I would say. With Dean Matthews' organization help, we are trying to develop, I would say, a good deal of better student morale on that question than we have had. We do not look toward the idea of their reporting however; we are looking toward the idea that we can develop their own disapproval, which will discourage it more than the instructor's obvious disapproval.

We do not encourage students, of course, in any sense to tell on each other, or anything of that kind. In one division, the law division, of course they operate on the honor system and they have a different system entirely. All the other divisions of the university operate on the system that the teacher himself is responsible, he should proctor.

Our worst trouble has come from instructors who thought they were on such good relations with their class they did not need to proctor, and that is where we have had in the past some scandalous things develop in regard to cheating.

We have also had -- and this has primarily been from visiting professors in the summer session -- the re-using of old examinations that have been used before. That has led to a great deal of bad morale on the matter of study as well as on cheating in those departments.

That is about all I can contribute on that.

DEAN DONALD M. DU SHANE (Director of Student Affairs, University of Oregon): I would like to offer a suggestion, and then ask a question, if I could have the floor for two purposes.

In connection with cheating, what about the boy who cheats in a number of different courses and in each case tells the instructor it is the first time and he will never do it again? Wouldn't it be a good idea for you to suggest to your faculty members, who now handle such cases individually, that they report the name and the circumstances to the office of the Dean of



Students so that that kind of case can be caught up with before he has gone on too long?

I am sure that other things besides cheating are of concern to us, and the question I want to ask is this: In connection with the disinclination of your student personnel people to do any work in connection with academic advising, it seems to me that advising is a problem which does not break so easily into two separate sections. You can imagine a number of cases. Take for example, a boy who has a normal program and a heavy outside work load, and is having consequently academic difficulty, and he is talking to his counselor. The counselor is convinced that the boy ought to carry 10 or 12 hours, instead of the normal load; but if he feels unable to suggest to the academic adviser that the load be reduced, or after having spent some time on the case that the load be reduced in one specific course area where the boy could be relieved more effectively than by dropping some other course, do you have any way -- maybe Dean Matthews should answer this question -- do you have any way or working relationship which would enable you to make a suggestion to the faculty adviser, directly or through the boy, which sometimes would lead to misunderstanding and misrepresentation, so that your opinion can be considered by the faculty adviser who must have the responsibility for assigning the drop card.

CHAIRMAN HYINK: Can we turn to the cheating one first.

DR. ELLIS: I think the suggestion on the cheating is excellent. We do not do it, but I think it is an excellent suggestion.

DEAN MATTHEWS: We have no hesitancy at all in making the recommendation. A student may come in to see us about his problem, and we talk with him, visit with him, and may get on the phone and refer him immediately. We have no hesitancy at all in making any sort of a recommendation.

DEAN DU SHANE: You have a joint relationship there which enables you to handle it together?

DEAN MATTHEWS: That is right.

DR. ELLIS: We get recommendations in our office like that, not only from Dean Matthews' personnel but from the people in the health clinic, and we get them occasionally from an instructor in a course, "I think this student should drop this course; he is over-worked. I have been talking to him about his work." It usually comes in by telephone.

DEAN MATTHEWS: On this matter of the cheating, it is mandatory by action taken by the committee of deans two years ago, that all academic dishonesty be reported to, first, the dean of the division in which the student is taking the course, and then it is referred from the dean of that division to the dean of the division in which the student is enrolled. That is mandatory, and the instructor must do that under the action of the committee of deans taken in February, 1951.

DEAN DUSHANE: Mandatory according to the regulations, but is that reporting done?

DEAN MATTHEWS: I cannot answer that.

DEAN DU SHANE: Or is it done anywhere as far as that is concerned?

DEAN MC LEOD: I have a comment that we cease discussing dishonesty as an isolated factor. It is evident in too many factors of our college life to discuss it only in the matter of examinations. We ought to get after some of the dishonesty that takes place outside of the examination, and get after the moral basis of the whole thing.

CHAIRMAN HYINK: Any further questions or comments?

DEAN DAROLD SHUTT (Dean of Men, Marshall College): Dean Ellis, I am a little perturbed about the communication between the deans of colleges, the academic deans, and the dean of students' office. I do not think you mentioned anything about a formal program whereby you do get together. Jack mentioned something about a committee of deans. I am most interested in that problem because it seems to be almost on every campus. Would you comment on that?

DEAN ELLIS: Yes. I think I mentioned there are two places, the committee on student personnel work, of which Jack is chairman -- on that committee is the assistant dean of the College of Arts and Sciences, who heads up our academic council. Also he has these regular luncheons for all people concerned in an administrative way with student personnel work, which is largely in the committee. Not only Dean English, our Assistant Dean, attends those meetings, but the professor-counselor who works under him also attends those meetings regularly. In those two places, as well as planning or any kind of staff work, there is constant communication in that way.

As for regular communication, most of that, as far as particular student cases are concerned, is by telephone and it is



very regular. Dean English, Dean Matthews and the Director of Student Affairs for Men are in frequent communication every day about particular problems.

Outside of that, we think -- at least I do so far -- that the two systems that have come out of the dean of student affairs (they have not come out of our office) on this committee of student personnel work, and this informal luncheon group, give adequate connection for all our planning and keeping things organized in harmony.

If other specific problems come up, we get together. He either comes over, or we go over there and have common discussions. There are many other places of course on the campus where we meet in these discussions. There are certain seminars on counseling, student personnel work, where members of both groups are attending, and where other discussions go on, and while it works well, as far as we are concerned it is nothing that we have organized and support particularly.

CHAIRMAN HYINK: Do we have any further comments or questions?

DEAN HAROLD M. MYERS (Dean of Men, Drexel Institute of Technology): I would like to refer to the subject raised by Dean McLeod in reference to, I presume, what we could call professional morals. I am wondering, in returning to the question of cribbing in examinations as handled at Missouri, where the instructor handles the case personally and I presume therefor the penalty is failure in the course, I am wondering if the faculty there, the academic faculty is satisfied that such action enables the college to maintain the proper professional morals.

CHAIRMAN HYINK: Who would like to comment on this?

DEAN MC LEOD: I think we are still talking in theory, if we are dealing with particular penalties. I think there is something basic about this, the same attitude toward moral and spiritual values as the tenet of the keeping of hours in girls dorms, observation of liquor regulations, and all the rest of it. I think the guy who cheats in the examination is the same guy who would cheat on the tennis court, cheat in a ball game, cheat playing cards. It is something that is there. We have to deal with it more realistically than merely as a matter of penalties.

I certainly think that you have to deal with it not on the basis of the individual professor's ability to judge honesty. He ought to report it, but I think he ought to report it beyond himself, and he is not the judge. He should at least talk it over

with another faculty member; if he is an instructor, somebody who has been around a little while. Ultimately it has to come into the office of the dean of students.

I do not know how the rest of you deal with freshmen as against seniors who cheat. There must be some difference.

CHAIRMAN HYINK: We have some difference of opinion here. Is there any further comment on this?

DR. ELLIS: I want to say this. The penalty that is assessed on any of these things is a purely negative approach, and a university or college that did not have some other program under way for dealing with more fundamental aspects of that would be a very poor institution indeed. It is one of the things, let me say as an academic dean, we look for leadership from the dean of students on. (Laughter)

CHAIRMAN HYINK: We have the old American pastime, passing the buck. (Laughter) Further comments or questions from the floor at this time?

DR. E. W. CLEMENTS (Personnel Counselor, San Jose State College): I would like to accept that pass, because I feel we are speaking of extremes here. We are speaking on the one hand of the instructor who finds a case of cheating in his class, and probably assigns a lower grade or does something else like that. On the other extreme, we have the case that comes to the committee for action and the committee decides either that the student will be dealt with summarily, or will be allowed to go on and become a cheater in his senior year.

But it seems to me that there is a middle ground where all of us come in, and that is where we can do a great deal of counseling. It seems to me that cheating is just a symptom of something deeper, and we can work in a counseling situation with the student. Frequently we discover that it is a matter of poor study habits, maybe too much outside work, and all of those other things that we can get to and can use as a springboard to help the student in a more general way.

I think that raises another point too, which I would like to comment on, if I may briefly, and that is that we must all recognize our limitations. I think I would be one of the first ones. We should be among the first ones to realize that in the academic field we do not know everything that we need to know there. On the other hand, those of us who are particularly trained in clinical work should expect that the academic men would realize their limitations as well in the areas of counseling



and guidance. So I would not agree with Dean Ellis' statement, which I took to be general, that the best person to counsel is the one who is nearest or most available. I think that that person probably can get a start on the situation, but he should soon realize that he is limited in his background and in his approaches and should seek the person who is specifically trained for meeting the type of problem that there is there.

CHAIRMAN HYINK: Thank you, Mr. Clements. Do you want to comment further, Dr. Ellis?

DR. ELLIS: I agree thoroughly with that. I do not see that we are at odds on that. I think the person who gets an opportunity to counsel -- if you are going to get any personnel counseling done, you should let him do what he can. He knows all the referral lines we have, and if he does not think he can get the student to go to someone else, he can consult someone else and at least get the student back again to him. You can never bat 100 per cent on that. Everybody is different. All your instructors are different, all your dormitory counselors are different, but at least you can work along that line.

However, getting your faculty to say, "Now you ought to go over to the psychological clinic, or go to the health service, or go to the counseling bureau," is a way to keep him from getting counseling often if you have your faculty acting that way. You have to get them in the attitude where they are willing to give what help they can and find help if they can get the student to take it. Often on those cases, at least in my experience, if the student would go to your agencies you would not have a problem, but the fact that he will not and he seeks it elsewhere is part of the problem.

CHAIRMAN HYINK: Further questions or comments?

DEAN ALBERT W. BOLDT (Asst. Dean of Men, University of Florida): I had a question here about your student aid program, your scholarships, and especially this bureau that is under the Vice President. How does the Arts and Science College and Jack's program as Dean of Student Affairs, how is your work coordinated in that field?

DR. ELLIS: In the field of scholarships and student aid?

DEAN BOLDT: Yes, generally.

DR. ELLIS: The matter of student aid in the part of the scholarship program is under a committee, in which Jack's office

is represented. I am not sure ours is. I do not believe it is. It is operated largely by that committee in which the dean of students and the admissions office are both well represented.

Now of course, we have scholarships outside of that that by the terms of the scholarship are specifically restricted to a department. The department has to pick. But the general university scholarships -- we call them "curator scholarships" -- are administered by this office. It is not tied in with any particular office. It is tied in with the admissions office, and that is the way our general scholarship program is administered.

We also have a large student employment fund, and that is administered -- I am not too sure of that, Jack. It is administered by a person in the business office, and it is not too well coordinated, I would say. Now we come into it because we set up student jobs and we ask for a certain number of people, and after the people are assigned to us, if they are suitable people, we have no more problem with it. We administer that part of the program, but we have no control over the selection of the people in that office, and Jack doesn't in his. That is wholly different in that student employment fund. That is a special fund we get for student employment, \$50,000 a year.

CHAIRMAN HYINK: Thanks again, Dr. Ellis, and thanks to the members of the panel. I especially appreciate Dr. Ellis' coming to us. I learned he is on his way to Detroit after this meeting, and then to Washington, so I know it is a busy time for him.

I would like to call on Fred for an announcement or two.

... Announcements ...

CHAIRMAN HYINK: All right, this meeting is adjourned.

... The Conference recessed at ten-thirty o'clock ...

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## TUESDAY AFTERNOON SESSION

April 7, 1953

The Conference reconvened at two-ten o'clock, Dean Arden O. French, Louisiana State University, presiding.

CHAIRMAN FRENCH: The President says for us to get started, even though we are delaying our entrance more and more at each general assembly.

The purpose of this discussion is to present a review of the Conference No. II on the "Working Administrative Relationships with Academic Deans. Because of the limitation of time, I will refrain from making any remarks except to say that it seems to me that this problem of the relationship of the personnel division to the academic division is one of the most important problems that we have.

I became very much concerned with it several years ago when I heard an academic dean define our position at a meeting in Atlanta. In a speech he made there he said that the best definition that he had been able to find for Deans of Men, Directors of the Student Body, was that we were a group of people to whom the President directed a problem at eight o'clock in the morning and we were bound to make a mountain out of it by four-thirty. (Laughter)

I think our discussion here will prove that there may be some fallacy in his definition since we are learning how to throw the ball back to his desk when he throws it over to us.

Group I will be presented by Dean Joe Farrar, College of William and Mary.

DEAN JOE D. FARRAR (Group I; Dean of Men, College of William and Mary): Our discussion this morning deviated from the main topic from time to time. (Laughter) We spent a good bit of time discussing the problem of getting to, or working with the adviser, the faculty adviser. We found overlapping in duties and responsibilities of the academic dean with the personnel dean, particularly in dealing with class absences, some personnel deans handle it, and some academic deans.

Eligibility lists are handled by both personnel deans and academic deans. Academic probations are handled by personnel deans and academic deans, but mostly were handled by committee. The course load was handled by personnel deans, but largely by the academic dean.

We had one unusual situation by virtue of the fact that we are small colleges. We found one dean who had no problem of relationship with the academic dean. When we asked him to define it a little further, we found that he was both the dean and the academic dean. (Laughter)

CHAIRMAN FRENCH: Group II will be presented by Dean Malcolm Musser, Bucknell University.

DEAN MALCOLM E. MUSSER (Group II; Dean of Men, Bucknell University): In the matter of academic relationship with academic deans, panel 2 discussed first the academic counseling, and to this subject the following points were made:

That the student personnel officer must deal with academic problems of students. He deals with the student's life in many different phases, and certainly many of the student's problems center in the academic phases of his life. The panel felt that the student personnel officer must deal with academic problems, and all indicated that they deal with some academic problems. Fifty per cent indicated they carry responsibility for academic counseling, and particular stress was put on the particular stress for friendship with academic deans and mutual understanding.

It was noted that the relationship is not the same, of course, with deans of all schools, and universities where they have a number of schools. In the first place, they are different persons, these academic deans, and the needs of students in the various schools vary. In general, the undergraduates, particularly the freshmen, need most attention.

Then the question was raised: What do you do when you discover an instructor who is incompetent?

It was recommended that the personnel officer should be able to report facts indicating poor, and also good, teaching on the part of any faculty member to his dean.

We next discussed the matter of discipline as related to academic work, and cheating particularly, and it was pointed out that when instructors handle cheating there could be many inconsistencies and that there is need for machinery for appeal and for consistency. Extremes were noted. For instance, it was said that one instructor might act to fail a student on partial evidence, and another instructor do nothing but ask the dean of students, "why don't you stop cheating?" A real reminder that confidence in people is a two-way street, and that any system



which indicates lack of confidence in the student invites cheating.

We were told of the honor system and how it operates at the University of Virginia and other schools indicated their honor systems and student government, dealing with all disciplinary matters, except sex offenses, and all these honor systems reported were functioning well.

Some raised the question as to the maturity of student judgment, and those using student control systems defended student judgments, but all provided for review, and the danger of overloading students with responsibility other than his studies was pointed out. A number indicated various means of student evaluation of other students.

The question was raised, do academic deans dismiss the student without consulting us? Academic dismissal was frequently automatic, it was stated, but the majority indicated they were informed of academic deficiencies well in advance of dismissal. Four or five schools present indicated there was no communication between the academic and personnel deans before the dismissal of the student.

As for the relationship with the academic dean, it was stressed that we must know this academic dean in and out of his office, and we must evidence an interest in his problems; we must know his policies, and we should be ever cognizant of the values of loyalty and cooperation and of the fact that we are on his team.

I would like to thank the members of the panel, Dean Byron C. Hayes, Lehigh University, Dean J. W. Rollins, East Texas State Teachers College, Dean John E. Stewart, University of Maine, and all those on the floor who participated so generously, and last but not least, the recorder, Dean E. H. Rece, Emory University, who prepared this report.

CHAIRMAN FRENCH: Group III, Dean Donald S. Parks, University of Toledo.

DEAN DONALD S. PARKS (Group III; Dean of Students, University of Toledo): In our Group, Dean Foy replaced Dean Askew who was absent.

We started in with the problem we left off with yesterday, namely communications, and indicated communications with deans would bring about a lateral communication as well as a

vertical one, which we talked about yesterday. The various instruments that we suggested included luncheons, which took such names as the Tarnished Brass group from Rochester, and the formal program of the University of Chicago, and then we had luncheons by Departments, coffee hours, and even an Apple Polishing Hour, as various means of getting to know the other phases of the academic work as well as our student personnel work.

Another suggestion was that we get a great many of our staff on academic faculty committees and in that way orient the faculty to our problem. An idea of communicating with the academic people personally, and not through secondaries, came about, and also the idea of getting the academic deans to realize that cooperation is necessary by them with us if we are to solve the campus-wide problems and not just the academic ones.

San Jose College has a novel idea known as a Fairness Committee, in which students can come before the faculty-student committee, with such problems as unfairness in examinations, course material, honor systems, and things of that sort. It is quite a novel idea and we discussed it at some length.

Next we moved to the problem of discipline. We acknowledged the contribution of the Joint Committee report on Student Discipline Records. We indicated that we should differentiate between an "F" in studies and a disciplinary "F". We passed around a few suggestions, particularly to our newer members. One was never to put on a student's record anything you may wish to later erase, but keep it on your own record. We indicated that records are used by many groups, such as military, industry, civil service, and school officials. We spent quite a bit of time on the homosexual's record and how notations would be made, and things of that sort.

We suggested the use of a student form, besides that of the transcript, to be sent to the dean of students, and that with such a record a dean of students could learn many things which would not be placed on a transcript.

We next came to the discussion of what information should be given by a dean of students to academic deans and to faculty members. After a great deal of discussion we solved the problem by saying "that which is pertinent for them to know," if you know exactly what that happens to be. But because of the many diverse types of problems that came about, that really summarized it, "that which was really necessary to solve a problem that they had at hand, or that they would have to know."



We did decide that faculty members seeking information concerning discipline problems should be given the information on past problems only if those problems are similar to the one they bring to you. In other words, draw the faculty member out on the problem, and then if there is a case history of that sort, perhaps tell him of it, but use discretion.

One dean brought up the fact that the students coming in as a result of dismissals under the honor system was beginning to bother him because he was getting such marvelous letters from the academic deans and the presidents of the schools from which the individual was dismissed, indicating that perhaps the academic deans had not been as complete in the evaluation of the problem as they should be. So we came to the conclusion that a student who is dismissed under this arrangement should re-instate himself with his original school before attempting to enter a new school, and by vote we indicated that most schools would not ticket a disqualified student until he has been reinstated.

We also recommended that academic deans who write such letters as a result of problems of this sort be realistic in the case of a transfer student to be fair to their fellow deans in other schools.

CHAIRMAN FRENCH: Group IV, Dean John A. Brown, Jr., Temple University.

DEAN JOHN A. BROWN (Group IV): Arden French, I am going to take just thirty seconds, as a Green Ribbon wearer, to express my personal feeling, and I am sure that Harold Myers from Drexel and others who are Green Ribbon wearers agree with me, that we have been oriented and indoctrinated and baptized and thoroughly broken in, in a way which is amazing at this Conference.

I have attended a lot of conferences, but as a neophyte I have never had an opportunity to participate at a first conference as that opportunity has been granted at this one. I want Fred Turner and others to know that we appreciate it.

I come from an institution where the academic deans, if they knew I was here -- and I've kept it a deep secret that I am here -- would insist that the name of this organization is not the National Association of Student Personnel Administrators, but the National Association for Chipping Away at the Functions of Academic Deans. (Laughter) Consequently I felt great good luck in being made part of this particular discussion.

Early in the discussion the "fundamentality", to coin a word, of communications became quite obvious in the thinking of

Group IV. This was just as obvious today as it was yesterday in the relationships with the president and the top executive officers of the institution.

It seemed to be the first impression of the group, and the generally accepted one, that one of the most important functions of a dean of students and personnel officers and their staffs is to educate the academic deans and the faculties on the objectives, the limitations of the personnel program. It seemed to me there was no undercurrent of disagreement that no success would be possible in any personnel program unless this educational process is successful and complete. The idea that the personnel program is an empire unto itself must be dispelled.

We then launched into a lengthy discussion of how to establish lines of communication through which this educational program can be carried out. One large university represented in Group IV has the academic deans meeting regularly with their respective student councils, and deliberately involves faculty very heavily in student government activities of all levels. This method seemed to be the method of involving the academic personnel in the activities program so that as a kind of secondary effect they see what is going on in that particular important field.

Another institution invites the academic deans to come and periodically speak to the personnel staff and tell the personnel staff what the academic dean expects of them, what services he wants them to render, how he is leaning upon them.

Other institutions have the following systems of communications: Some of them have personnel committees comprised of academic and personnel deans. Some of them have university councils on which student personnel deans, academic deans, personnel relations, business managers, and even students have representation. Through this medium they get an excellent communication channel.

Several of the institutions mentioned that a good channel for communications is the Assistant Academic Deans who are frequently not as busy and more available for quick consultation and frequent reference.

Another suggestion was the publication by the personnel office of a newsletter which is distributed six times a year, in the particular institution involved, to all members of the faculty. This newsletter reports in the main the activities of the personnel office, always sprinkling into the newsletter a certain amount of information about fascinating student disciplinary cases which this personnel staff has learned captures the



interest of the faculty, and assures the fact that at least part of this is read.

Another institution, or several institutions make conscious and deliberate and very careful use of the university newspaper. One or two mentioned the use of an official daily bulletin which is cleared through the president's office for communication between personnel and academic officials.

After we had spent perhaps most of our time discussing this problem of communications, we turned to the basic question of the role of student personnel officers in academic counseling. Here, a very strong minority I think held it impossible to separate an effective program in such a way that student deans do no academic counseling. However, we noted that many schools represented in Group IV did not even receive notification of probation. One dean expressed the view that to remove student activity counseling from academic counseling is to sterilize the student activity counselors. I think it is fair to say that obviously there are a considerable number of units in our Group, if that has been done.

The faculty without a doubt, in the view of important members of our Group, bears basic responsibility for academic policy. It was brought out by several members of the group that personnel people cannot be well informed on all degree requirements, and on professional standards, especially in large institutions with very broad offerings in many fields of endeavor, and that sometimes the personnel person doing professional academic counseling, especially on rosters and requirements, may create or cause a great deal of distress.

However, the strong minority view is that it is very dangerous to set up a dichotomy and to say that there are certain things which are clearly academic with no personnel overtones, and there are certain things clearly personnel with no academic overtones. This is extremely dangerous and perhaps impossible without an effective program.

In conclusion, there seemed to be in our Group an undercurrent of feeling that the relationship between the personnel dean and the academic officials is an extremely sensitive one, and that it requires most careful working arrangements, and a very thorough understanding of functional responsibility. There seemed to be an undercurrent of feeling that it was a job of personnel people to consciously and carefully try to work out a program heading toward good working arrangements and complete understanding of functional responsibilities. I feel, and I repeat myself, that many members of my Group seemed to feel that academic deans

look upon student deans with a jaundiced eye and cold suspicion and that there is no standard solution to the problem of working arrangements or good understanding; that the best we can do is have a universal awareness of the sensitivity of the problem.

CHAIRMAN FRENCH: Group V, presented by Director Joe W. Guthridge, Virginia Polytechnic Institute.

DEAN JOE W. GUTHRIDGE (Director of Student Affairs, Virginia Polytechnic Institute): I would like to recommend to this body that Dean McBride be elevated to some higher rank of order in the personnel administrators. He administrates so well that the recorder has to make the report. (Laughter)

The first conclusion which Group V, Technical and Engineering Institutions, reached this morning was that members of the faculty or deans in these particular colleges are of a peculiar group. I think the gentleman who suggested that used the wrong word. I think he meant "particular" and not "peculiar." The problem is that the members of the faculties of your engineering schools are primarily interested in research, along with the teaching duties that they perform. One suggestion was made yesterday, perhaps that some professors are promoted on the basis of their interest in student activities and their participation in these activities; but your men in the engineering colleges receive promotions along the line of how many papers they have written and how much research they have done.

Another situation occurs, where there is perhaps one dean through which your personnel administrator has to work, instead of a heterogeneous group of people representing different colleges. Also a consensus of opinion is that your engineering colleges have been perhaps slower in the past to appreciate the student personnel point of view. With that, however, there is a trend towards a greater appreciation.

Coincident with the work that the student personnel people have been doing, in making their deans and engineering faculties more appreciative of the student personnel point of view, is the fact that industry has also adopted a personnel point of view in which they are greatly increasing their services to their personnel, and this approach from industry has worked down to the dean, through his associations in industry, and also worked up from your personnel administrators in the colleges.

The suggestion was also made that perhaps students who enroll in engineering at colleges are different types of students than you find enrolled in your Liberal Arts, being like members of the faculty more interested in things and perhaps in processes



than they are in people and ideas.

Perhaps some of our problems that we have in liaison with our academic deans can come about by discussing basic causes of our problems. For instance, not the discussion of cheating so much as to why and what, perhaps, our faculty is doing that may encourage cheating. For instance, Dean Farrisee from Clarkson said he had a case with electrical engineering, I believe, where a laboratory report required some eighteen hours to prepare. This is a common situation in most technical and engineering colleges, and we perhaps are forcing our students into positions in, say for instance cheating, that we could do something about alleviating or eliminating before we had to discuss cheating, per se. Thank you.

CHAIRMAN FRENCH: Our time is up. As a matter of fact, we are ten minutes late. I wonder if there are any questions? We will take just a minute to see if there are any questions on this series that anyone would like to raise before we turn the meeting over to Vic.

I might close by suggesting that someone suggested that after these discussions really as a matter of fact there was not a great deal of conflict between the program of the academic deans and the deans of men and directors of personnel, that in some cases the student is thrown into confusion by perhaps an interpretation of emphasis in certain areas of university life, and if we can get together on our emphasis, the basic objective of educational institutions, you would not find any misinterpretation.

I heard a lecture not long ago which brought out rather emphatically the importance of the use of terms and use of words in order to maintain harmony in an institution. If Shoemaker will excuse me for this reference, I will close with this point. This man was indicating how you can change the whole direction or course of a group by placing emphasis at a different point on the same words and the same principles.

It appeared that a family was moving from the state of Arkansas to the state of Louisiana, and as the drayman entered the house he passed the bedroom of a little girl, and the little girl was saying her prayers. What she said in essence was, "Good-bye God, we are leaving Arkansas and going to Louisiana." As he went on to the back part of the house he passed the bedroom of the little boy, and he was saying his prayers, and said identically the same thing, used the same words, but what the drayman heard was this: "Good, by God, we are leaving Arkansas and going to Louisiana." (Laughter)

So maybe if we get to a common emphasis, we will tear down a little confusion that sometimes arises in the student's mind when he talks to the academic dean and then goes to the director or dean of student life.

I want to thank these men for their reports, and for more details, you can read the written record when it comes to your desk.

Fred Turner has some announcements to make before we turn the meeting over to Vic.

SECRETARY TURNER: I have the usual announcements. There are several of them.

... Conference announcements ...

SECRETARY TURNER: There will be two films shown in the auditorium at four-thirty. One will be the Big-10 Michigan State football picture, and the other is Marc Jack Smith's University of Redlands California film. They will last about twenty minutes apiece. This film of Jack's is one that he is anxious to show you, and I think you will all be anxious to see it. They will be shown at the adjournment of this session.

The Committee on Time and Place, all Past Presidents, plus the additional lay members whose names appear on the program are interested in anyone who would like to issue an invitation to the 1955 meeting. Per schedule, we will come back to the central part of the country in 1955, so any institutions that might be interested in that, talk to Don Gardner, Chairman, or any members of the Committee on Time and Place.

I think that is all I have, Mr. Chairman.

... President Spathelf resumed the chair ...

PRESIDENT SPATHELF: I am going to take a little gamble at this point. I should tell you that for this session that was to begin at two-thirty, Commission V was to report. We are very sorry to announce that we have received a message from Dean Piskor that his father is critically ill and he had to fly to Bristol, Connecticut, and he will not be with us this afternoon, and we are in a bit of a quandary how to handle this Commission report in light of these circumstances.

But I am also aware that all of you have been on a right busy schedule today and that a break of a moment or two might help so we are going to gamble by giving ourselves a five or six minute



break at this point. Those of you who want to go out in the corridor and smoke, so do, and we will come back in here promptly in five or six minutes and get at these very important Commission reports.

... Five minute recess ...

PRESIDENT SPATHELF: We will get under way. The only observation I have to make at this point is that our lefthanded, bald-headed row is the derelict group in this intermission.

I think it might be helpful from the standpoint of perspective to observe a thing or two at this point. In arranging for this program and the business of this convention we have been trying to do two things: As far as the program structure is concerned we tried to develop within this three or four day period an organized approach to certain basic relationships which we have on campus. This accounts for the development of the general session topics as you have experienced them thus far, and will continue through tomorrow. At the same time we tried to preserve the discussional situations which have always been so valued among institutions of similar type and size, and thus after these general sessions we have had these discussional opportunities. Further, we have tried to pull them together with summaries thereafter so that each of you could get an over-view and a sensitivity to the thinking that was going on in all of these quarters.

In addition to this, through the device of the luncheon round table, we tried to get at some of these specific problems and interests which you have, but which defy pulling out and making formal program arrangements to consider them at length.

I think this: That if the hopes of your program committee and your executive committee are realized that within this period of time, this convention, that you will get a comprehensive over-view of different important relationships which we are all dealing with, and an opportunity to think them through perhaps more carefully and more systematically than we have previously been able to do.

Secondly, we have been keenly aware in the last year, or two or three of the professional status and the problems of direction of this organization, because I think we are in a transitional period in student personnel work, and all of the things that we see going on 'round about us are merely further indices of these transitional problems. It has been our feeling, both as far as the executive committee and officers are concerned,

and our feeling collectively as a conference, that we needed to approach these problems very carefully and in a scholarly fashion so that our judgments, so far as direction is concerned, might be the product of the best thinking we were able to develop.

So a year ago we set up the Commission structures, representative of wide segments of our total membership, and getting at certain basic problems which we thought needed to be thought through in the period between conferences. And we bring these reports to you that you might have a part in this thinking, and a part in fashioning the emphases which we ought to be giving to these different matters. Thus we view the reports of the Commissions, the Commission business, as very important business for all of us at this time as we try to clarify our own thinking and make our position clear in the profession as to what this Association is doing, quite apart from the specific things that we are doing program-wise to meet the needs of our members.

There is another segment of this which we are not dealing with today, but which we will deal with tomorrow, and that is our structure of special committees, or liaison committees, that are trying to fashion working relationships with other professional groups on specific problems wherein we feel that we have much to gain in cooperative effort.

So this afternoon we will hear from three of these Commissions. Their reports will not be unduly lengthy. We will consider each of them, and our action concerning them, serially, and I hope you will feel very free to discuss them from the floor as the occasion presents itself.

The first Commission is Commission No. I, which has to deal with the professional relationships of this organization with other educational associations, as will be described to you. Dean Arno Haack has been the chairman of this Commission. Other members of the Commission include Dean Ted Biddle of the University of Pittsburgh, Dean Broward Culpepper of Florida State, Dean Clarence Deakins of Illinois Tech, Dean John Gwin of Beloit, and Dean Bud Rea of the University of Michigan. Dean Haack.

DEAN HAACK (Commission No. I, "Professional Relationships"): Thank you, Mr. Chairman. Did you say Wes Lloyd?

PRESIDENT SPATHELF: I'm sorry.

DEAN HAACK: If you did not, I will say it. I do not know how Wes got on this committee, but he got on it, and he should have credit for yeoman service on the committee.



I can report that this Commission has gone through a year of work, more or less a year of work, without a questionnaire. That may or may not be remarkable. (Laughter) Well don't cheer too soon because this is an introduction to one at this particular moment. (Laughter) I am throwing it out at this moment because I think it will be helpful in the absence of a complete mimeographed report which in the shortness of time in the maturing of our statement we did not get done here, and this sheet that I am going to ask our volunteers to pass out now, that I will comment upon later on, will serve an immediate purpose during the preliminary part of this statement. If you will look at it you will find the group areas that I will be referring to. It will be helpful to have them before you as I talk about the groups.

A general word about the work of this Commission. After attempting to square away to the job of reviewing our pattern of organizational relations, I have felt a bit like the boy who wrote an essay on the university and what it contained, because this area represents our feeling of relationship, or feeling for proper relationship to the rather vast number of professional organizations and agencies in the academic world, literally the whole range of them, because we are in one way or another, in our concerns for personnel administration, related to the entire structure and organization of higher education.

The task, therefore, of thinking through to a sound level of professional inter-relationship is not an easy one. It is also an area that, as you well know, is still in development and has certain chaotic dimensions, to put it mildly, an area in which there is either actual or incipient controversy.

Our attempt here has been to get a clear look at the field of which we are a part, and to make certain directional suggestions about our continuing relationship to that field. The report that I am giving this afternoon will be broadly in two parts. The first part in a sense is not really a part of the formal report at all, but represents, as background material for understanding, an attempt on the part of the Commission to visualize certain ways in which this pattern of developing relationship could mature, purely by way of suggestive outline.

I shall go through that outline in this very tentative form, not because we are recommending that outline as a modus operandi, because we are leaving it as you will see in our concrete recommendation to a continuing Commission to work at the details of that, but the Commission felt that I should lay this general thinking as represented in the outline before you, to give an indication of the types of things which in the judgment of this

year's Commission will be needed. That is, issues and operations and leads of this kind are the kinds of things we are talking about.

I wish to make it clear that we are talking in general terms there, rather than in a specific set of specifics, which we are not attempting at this moment to spell out. We are leaving that to the continuing work of Commissions in this broad area.

Last year's Commission, as you may recall, resulted in clarifying our organizational concept in NASPA, as an Association of Student Personnel Administrators. Section V of the Colorado Springs published report, on page 142, in the published report outlined, among other things, the first classification of the organizations involved in our sense of professional relationship evolution, and broke them down into five basic categories. That is this Commission report, working toward the development of an adequate program of inter-action with the five levels of organizations that were listed in this report.

It would help us to reorient ourselves to this spread of organizations with which in one way or another we are related and share a common concern for student personnel programs, to briefly recap these groups. This I shall do very briefly. You have them before you on that questionnaire sheet.

Group I represents what we might call the level of general educational administration. Someone said at one of our Commission meetings, it represents the holding corporation level. That includes the U. S. Department of Education, American Council on Education, and groups of that sort.

Group II, we might call this second group level the general college or university administrative level, representing the Association of American Universities, Association of American Colleges, the Regional Accrediting Agencies, to name just a few of them. The rest as we have identified them are on your sheet.

Group III represents what we have called the parallel organizations. The organizations of the Academic Deans, the Business Managers, etc., parallel because we do not in quite the same sense as we do in Groups I and II share administrative responsibilities directly, and yet there are vast overlaps that concern an interest between personnel administration and the concerns of those bodies in the parallel group.

Group IV represents what we might call the professional or specialist organizations, and you have them before you. I will



not bother to read the list. That picks up the ACPA, the Registrars, the Admissions people, and those groups.

Group V represents the National Student organizations, the NSA, the Independent Students, the Panhellenic and so on.

Obviously, we found it helpful in the Commission to break our thinking down into these broad groupings, because each grouping, while not absolutely accurate, does represent a certain level of interest and concern. As we look at that area, it sets up automatically a certain sense of relationship. The use of the word "levels" I think is the proper way of putting that.

Your Commission recognizes the obvious fact that this long list of agencies represents a genuine but widely scattered and frequently diffuse concern in the many aspects of student personnel work. It is clear that the concern of personnel administration and even the clarity of administrative functions is not at present well defined, nor are the interests in this area clearly classified. There is therefore a good deal of overlapping, misunderstanding and confusion. I shall not elaborate on that. I think we all know that rather well.

Again reviewing the present level of development as reflected by a study of this organizational spread, the Commission feels with a sense of urgency the need for effective and well-directed next steps toward the development of more concrete working relationships, and at each of the levels which this outline of agencies represent. We feel the sense of urgency, the need for a concrete realization of our sense of working relationship with each of the levels that this outline represents.

Before making certain concrete recommendations, I should like to review in each of these five areas some of the problems, possibilities for cooperation, and possible next steps which our Commission has looked at during the year. This outline is presented not as a definite program recommendation, but as a means of clarifying the general issues and suggesting possible approaches as suggestions for the work of the continuing Commission, which we hope we will continue in this area. These comments are outlined in each of the organizational groups, as follows:

Group I -- Last year's report, on a very simple level, suggested that this group in our relationship to the policy making bodies, would be a relationship of study, perhaps a research basis. As we clarify our thinking, we may be helpful to them in the clarification of the overall thinking. We have suggested a number of things in our discussion that might be pertinent to an

approach of this area.

a) First of all, the possibility of a check up on and review of present materials on Personnel Administration developed at this organizational level.

You are well aware of the fact that there have been publications over the years. It would be our job along this line to look into that background material and make a fresh appraisal of it, and communicate about our understandings.

b) Secondly, to check on present or planned procedures in this area. That is present or planned procedures by these bodies.

c) Initiate procedures whereby NASPA could be drawn into such plans or procedures.

d) Initiate NASPA studies from which resulting materials might be helpful to the groups at this level.

e) Check contacts of NASPA members with these groups.

f) Explore with officials of these groups ways through which NASPA cooperation could be helpful in the improvement of administrative thinking and planning in this area.

Group II -- the second major group, the group that I called broadly general college administration -- last year's report suggests encouraging these groups to include student personnel administrative issues in their programming and that we establish a core of administrative resource people available for such participation, that we take some initiative in making available from our reservoir of background people folks who could be helpful at that level as spokesmen for various aspects of the student personnel point of view. In our thinking we broke our relationship in that area into two major heads.

#### A. With regard to general program.

1. Determination of issues most pertinent for such program inclusion. What would be our ideas of the things that might be most helpful for discussion by groups at this level. (It assumes that they might ask us, you see.
2. Study of our own membership to determine individuals most closely related to such areas.



3. Developing collaborative techniques by which those with closely related interests or particularly pertinent experience might pool resources for such development of program material.
  4. Developing over-all strategy to get people and materials used effectively.
- B. With regard to the accrediting agencies, you will note that the second group area includes the accrediting bodies. Since this group includes the accrediting agencies, it is pertinent to appraise this stormy area with regard to the Personnel Administrative concern. I think the words "stormy area" are advisedly used. Several suggestions are possible there.
1. What criteria in this area are now used in accrediting? That would call for a review of the materials presently developed and in use.
  2. Check on how such criteria are developed, and how evaluated and improved.
  3. Suggest possibility of continuing NASPA committee related to such developments and use of standards. How, in other words, could we as a body of professional people in this area find an effective working relationship with the bodies that are concerned effectively to use the standards in this area?
  4. Develop procedures through such committee for combining professional concerns of Specialist groups for proper inclusion in more comprehensive and better integrated statement of standards. There are many agencies in this field, not all of which have been on rapport with past thinking about the standards that are now used in appraisal.
  5. Develop procedures for communication with groups working in this area.

Group III -- the area of the parallel organizations.

On the general assumption that personnel administration is still caught in innumerable jurisdictional disputes and general misunderstandings with the interests which groups in this area represent, communication and collaborative work here is probably the most needed and the most difficult to develop.

For the immediate purpose we might concentrate on possible relations in illustrating two groups of this broad area. I am suggesting purely for tentative thinking here some brief ideas about possible points of relationship with the academic deans, and in just a moment the business association group. At the academic conference of academic deans level, the following points might be suggested.

A) The Conference of Academic Deans.

Some of the issues of direct concern between personnel administration and the faculty world which this group represent are:

- 1) Sound development of optimum faculty advising and the effective use of professional counseling.
- 2) Clarification of the relation between academic advising and personal counseling.

(These, as you well recognize, are issues that are hot on all of our campuses, and the suggestion here is that they represent areas where joint thinking and joint work between bodies of this kind, and the academic bodies might be helpful.)

- 3) Standards governing advisory and counseling relationships
  - a) Communication -- the balance between professional confidence and counseling insight needed in the Dean's office and classroom relationship.
  - b) Student self referral and/or Dean's office or faculty referral.
  - c) Criteria determining use of test scores -- by professional staff and lay staff.
  - d) Criteria for faculty selection, training and supervision with regard to their advisory relationship. Etc. - Etc.
- 4) The discovery of a sound balance between the interest of the classroom and the extra-curricular program (co-curricular developments).
- 5) The relation between student government and the academic program.



- 6) Balance between the professional criteria of therapeutically handled discipline, the problems of the classroom and the legitimate concerns of the academic dean and his faculty.

So much for the hints as to directional thinking with respect to that group. Taking, by way of another very crude illustration, the business officers association, where student personnel interests and business management interests overlap, would pick up points like these:

#### B) Business Officers' Association.

Study of cooperative procedures in areas where student personnel interest and business management interest overlap.

- 1) Operation of Student Centers or University Buildings.
- 2) Operation of dormitories.
- 3) Fiscal implications of scholarship, loan, deferred payment and student employment programs.
- 4) Effective handling of student organizational finances.
- 5) Check judgment of NASPA members as to most pertinent issues and experiences in this area.

The fourth group as we had it in the outline, that we have called the professional level organizations, or the specialist organizations -- a long list of them and a list that spells out for many of us certain complex problems of relationship:

#### Group IV -- The Specialist Organizations.

General relations suggested in last year's report.

- a) "interchange of information and programming.
- b) interchange of key personnel in programs.
- c) cooperation in projects cutting across specialty lines.
- d) effective use of specialty groups for staff training and development.
- e) assistance to staff in advancing their specialized interest on local campus."

Thinking a bit further about that, we were drawing together in our thinking these kinds of ideas:

- A. Development of Administrative Criteria as to the need for specialist organizations -- their scope, function and effectiveness.
  - 1. Review through NASPA membership:
    - a) Our own present membership, committee and program contacts.
    - b) Survey of our staff needs and the effectiveness of present organizations in meeting them.
  - 2. Development of mechanism to review findings of such study and to explore implications:
    - a) With specialist groups involved.
    - b) With administrative leaders in contacts with Groups I and II above.
- B. Use of information about contacts of NASPA membership from study above in developing program contacts with specialist groups.

Group V -- Basic relationship with those student organizations is advisory. Our relationship could be made more consistent and orderly if effective organization were developed. Present relationships seem to follow pattern of individual interests rather than implementing directional concepts arrived at in our central process.

- A. Initiate procedures toward discovering central administrative concerns as represented in NASPA with regard to each area represented.
- B. Liaison relationship by designated members to work toward meeting of student interest and such directional concerns as we might reflect collectively.

I stop at that point with this resume of this document that was before us in the Commission, to say again that we are reading that here not to say "A, B, C," we are proposing not to implement in this particular manner, but to indicate that as we have struggled with this question of the maturing of our own organization, in its evolution of relationships, it is our feeling



that thinking and working along lines such as these indicate is highly in order if we are to develop to the full maturity that an organization of this kind might indicate, to play the role that its name implies.

Our specific recommendation of the Commission is on one page, and this is the thing that we are throwing before you for action, and it is fundamentally very simple. It is that we recommend the continuation of the work of a basic Commission in this area along the following lines:

That a central commission be continued to develop and to coordinate program with three working sub-committees, to concentrate efforts as follows:

A. A committee working in the area of Groups I, II and III of our outline. That is, throwing together for working purposes our relationships concerned with the administrative level groups and the parallel organizations.

B. A committee to work in the Group IV level, which is the level of the professional level groups. That area represented partly through the PGA combination, is a fairly effective grouping of organizations representing a somewhat different level of interests than the three groups above.

C. Finally, a third sub-group to work with the student organization patterns reflected in the fifth section of our group outline.

The point there is simply that to get at effective working mechanisms, one large continuing commission cannot quite spread across the full range. We had that difficulty this year, that three working sub-groups concentrating in each of those broad areas might be more effective, but they would be tied together by the overall working of a central Commission. The details of that, of course, could be spelled out by the Executive Committee.

We further recommend to this continuing Commission, that it seek to develop regular communications between its key committees and the NASPA membership, to seek and to use the organizational contacts of our membership as indicated in the general suggestions that will be left from this outline for the continuing committee; and secondly, we suggest to them a periodic publication of such studies and conclusions as may result from continuing work in this area.

It is at that point that the questionnaire that I talked

about at the beginning comes into play, and we are going to ask that you, not at this moment interrupting the reports of the next Commissions, but before you leave the convention -- to be more accurate, let's say sometime before the day is over -- that you check that sheet and give us on that sheet a first report. Our Commission may want more detailed information that follows this recommendation. But please give us on that sheet your own present contacts, either membership in, relationship to, or contact with strategic people in any or more, or several of the groups represented in this organizational outline; and that you do the same thing for members of your staff.

You see, the point there is that that sheet would give the continuing commission a far better sense of how our own lines of relationship in the organization run than we have had to date, and we feel that this would be helpful material for our successor Commission. I therefore urge you to fill that out and to leave it at the Registration Desk, if you will, before the day is over.

That, President Vic, is our Commission report.

PRESIDENT SPATHELF: Thank you very much, Arno. It seems to me there are two pieces of business related to this. One is the adoption of the Commission report, and another is specific action on the recommendation. I think we will commit a little mayhem with parliamentary procedure here, and toss this open for discussion at this point. If you have questions or comments to make on the body of the report, that you wish to address to Arno, this is the order at the moment.

DEAN ROBERT W. BISHOP (Dean of Men, University of Cincinnati): Mr. Chairman, I would like to ask Arno whether or not under the organizations in Group V, whether the NCCFS, which this Association helped bring into the world in 1921, is also to be included in there, or was just left out by mistake.

DEAN HAACK: Thanks, Bob, for raising that question. I meant to make it clear that we did not consider in the Commission that this list is complete or definitive. I seriously considered taking one of our sessions here, by way of a further recheck, to be dead sure that we filled it out. We did not take the time to do that. We felt that for our immediate purposes this list was suggestive. We did not intend to make it inclusive. I think that is a good point, however, and I am glad you gave me the opportunity to make that statement.

PRESIDENT SPATHELF: The organization certainly should be included, and, Bob, you will have an opportunity to talk at



length about that tomorrow when your liaison committee reports on it. Are there further questions on the report generally?

DEAN GEARY EPPLEY (Director of Student Welfare, University of Maryland): On this Group IV you have Midwest Placement Officers. Suppose you are in the Southern Association, should we put that in?

PRESIDENT SPATHELF: I think that there are regional placement groups, and again this is just typical of the situation although I believe that this group --

SECRETARY TURNER: It is coast to coast.

PRESIDENT SPATHELF: It is titled "Midwest" but it really goes all over the country. But again, it is merely typical of a function here, organizations relating to the placement function.

DEAN HAACK: May I make another comment on that point. Again, in the rush of time and getting this sheet out in a hurry this morning meant that we were crowded. If you will add to your report on that sheet any organizations that you think are strategic or important, using the back of the sheet, you will do what we had in mind.

We were not attempting to make this outline definitive or final. If there are groups that we have not caught, or if we have caught a section of a national group in this list, correct it to the group to which you have the relationship.

DEAN STROZIER: Are you including T.N.E. in Group V?  
(Laughter)

PRESIDENT SPATHELF: I am going to appoint a sub-committee of one person now, by the name of Strozier, to look into that and recommend it to this body. Any others?

DEAN HOWARD HOOGESTEGGER (Dean of Men, Lake Forest College): Does the use of the word "staff" mean the people in your own staff or is it meant that we include the academic dean?

DEAN HAACK: It meant staff people related to your offices, and I think we had better hold the thing to that. If there are people on your campus with whom you are in close contact, who might have valuable strategic contacts at the level we are suggesting, give us a memo on the back of the sheet. But I think if we draw the lines in terms of our own staff we will meet the

conditions the Commission was asking for specifically.

DEAN DALE FAUNCE (Dean of Students, University of Iowa): Vic, does this mean your contact -- many of these are university or institutional memberships. Would you check "member" then?

DEAN HAACK: Yes.

DEAN FAUNCE: Then where do you want the information in terms of the people in personnel acting as the instructional representative?

DEAN HAACK: That is a question we did not discuss. I would have to answer it ad lib.

What we are after of course, you see, is a very practical point. We want to know where our membership would have a potentially helpful contact. I do not think we are concerned particularly with the technical aspect of membership. What we want, you see, is simply whatever you can tell us where your lines of contact membership are -- perhaps the distinction between "membership" and "other" is unnecessary on this form. We thought it would be simpler to check that way. If you have an institutional relationship and are in contact with those who have the contact, that is what we want.

PRESIDENT SPATHELF: Any further questions? Then I think the action is appropriate to approve or disapprove this Commission report, receive it, or disapprove it. This is in order at the moment. We are arbitrarily separating that from the recommendation of the committee, which we will deal with separately. The chair will entertain a motion.

DEAN BEATY: I move that we accept the report.

DEAN QUINN: I second the motion.

PRESIDENT SPATHELF: It has been moved and seconded. Is there further discussion on the motion? All those in favor signify by saying "aye." Contrary. It is carried and so ordered.

Now the recommendation of your Commission, if I can paraphrase it accurately, is to continue the central Commission, and create thereto three sub-committees, the first sub-committee dealing with Groups I, II and III, in the list that you have before you; the second sub-committee dealing with Group IV; and the third sub-committee dealing with Group V, which is the student organizations area. This matter is before you as a



recommendation of the present Commission. What is your pleasure?

DEAN FRANK C. BALDWIN (Dean of Men, Cornell University):  
I move we adopt the recommendation of the Commission.

DEAN BOLDT: I second the motion.

PRESIDENT SPATHELF: You have heard the motion. Is there any discussion? These Commission memberships are traditionally filled by your new officers immediately after they are elected I believe. Is there further discussion on the motion? All those in favor signify by saying "aye." Contrary. It is carried and so ordered.

We come now to a Commission report that has a great number of interesting developments. We have approached this problem of what to do about training student personnel with administrators, how we could organizationally here assist member institutions and individuals to become more effective in this area. I think you will be very much intrigued with the report of this Commission, and I am calling upon Dean "Jack" Stibbs to give that report at the present time.

DEAN JOHN H. STIBBS (Tulane University; Chairman, Commission on Development and Training of Student Personnel Administrators): Vic, Fred and Members of the Association: We have heard a great deal from this platform concerning the need for professional excellence in the period of expansion which lies just ahead. The achievement of professional excellence, or to use President Spathelf's phrase, educational statesmanship, is the end to which the work of Commission III is dedicated.

An appropriate manner of beginning this report is to summarize briefly the one presented last year. But before doing this I should like to make two important announcements. Commission III has achieved a formal status. Through recognition of the importance of its purposes Commission III is now recognized as a standing commission of the Association. Commission III has also gained through recognition of its important purposes the support of Harvard University with funds and facilities for an initial project.

I should like to make it perfectly clear that I have come to Commission III only recently, and that credit for the recognition which we have received should go to Dean J. Leslie Rollins, who served as Chairman, and to his two associates, Vernon Alden and Thomas Graves, who served as members, of the pioneering informal commission which reported last year and

conceived the project of making available the great resources of the Harvard Graduate School of Business Administration for the purpose of strengthening the positions of our student personnel administrators in our educational communities.

The report read at the Broadmoor Hotel in Colorado Springs last year attempted to define the functions of the student personnel administrator. The conclusion was that he is a happy three-way combination of administrator, educator, and charmer of young people. The special message in last year's report was that although Mother Nature provides the student personnel officer with some sort of magical talent for getting along with people, and that there are courses and degrees available to stamp him as an educator, that when it comes to developing his administrative techniques he is strictly on his own.

In a series of alternative plans of action the Commission last year suggested, (1) a full time researcher who might travel and catalog the specific administrative problems of personnel administrators, (2) special meetings for the discussion of the problems of college administrators generally, (3) a member of the association to take a leave of absence for six months and study all aspects of administration within a selected university, (4) a five year study of personnel administration within selected universities supported by a grant from one of the foundations, (5) an advanced management type of program whereat seasoned personnel administrators and perhaps administrators from business and government might work closely with a number of student personnel officers through an intense few weeks. Although the first four alternatives have not been dismissed, the project which Commission III brings before you at this time grew out of the last alternative.

Since the project which Commission III is presenting has to do with the student personnel officer as administrator, it might be well to quote the definition of the administrator accepted at our meeting last year: he should have, "(1) the ability to work effectively with people, (2) the ability to make sound decisions in the light of available facts and under pressures of time, (3) the ability to draw upon a fund of substantive knowledge and upon the capacities of others who possess specialized skills and knowledge, (4) the capacity to draw these abilities together and use them as an integrated whole." This concludes the summary of last year's report.

I should now like to make clear the purpose of Commission III. The following statement was made by the Executive Committee of our Association when the first informal Commission III was established. "This Commission shall be specifically charged



with the planning and recommendations of the manner in which this Association may most effectively orient and assist those of our members newly inducted into this area of work, or given new and/or additional responsibilities in the area. This Commission will merely formalize that which has been an age-old concern of this Association." With this general statement of purpose in mind, the following observations concerning the scope of the interest and responsibilities of Commission III were arrived at during three sessions, one in Boston, one in New Orleans, and one here at East Lansing.

The responsibility of our Commission for the development and training of student personnel administrators is a very large order indeed, and seems to mean everything from making fraternity and dormitory advisers into assistant deans, making assistant deans into deans of men or deans of students, to improving the professional qualifications of the personnel worker right up the line, and even -- with a little luck -- turning out some college presidents. In respect to the three different functions of the student personnel administrator, this Commission might conceivably work to improve personnel deans either as more sympathetic handlers of people, as educators with more course work on the record, or as administrators -- if a way can be found so that we can handle a lot more work, move faster, and avoid blowing up under the multiplying pressures.

Generally, we might say that we are interested in improving the growth of all personnel workers in their ability to perform these functions. It ought to be perfectly clear that God and the individuals concerned will have plenty to do about this. I am sure that all of us vary in respect to the functions which are allocated to us by our college presidents and vary also in respect to the different functions which we stress and in which we excell. But Commission III does hope to serve as a kind of practical instrument through which our thoughts can be channelled into a series of projects which we hope will be useful. So much for the purpose of Commission III.

The members of Commission III have elaborated the definition of the student personnel administrator offered last year. We feel that this person -- we are talking, of course, of the ideal student dean -- should be, first, a schoolteacher, whether he be a Ph.D. in Psychology, an ex-professor of military science, or a former member of the coaching staff, we do not believe it makes much difference. But he must have a strong instructional sense. Second, we think the student personnel administrator ought to be, in the best sense of the word, a humanist. We refer to the man, no matter what department he comes from, who takes a strong interest in the student as an individual, and who likes to work with

people. The humanist, as we understand the concept, would work to make each student as effective as possible in whatever he undertakes but within an ethical framework -- to use some familiar phrases, he would lead the student toward the good life, or to happiness. We do not use the phrase "ethical framework" in any narrow sense. One hears a good deal today about the need among students for a more direct cultivation of moral and personal values. It is in our opinion possible to develop these values through almost every sort of extracurricular activity. Third, it seems obvious that the personnel dean is becoming a part of a very important administrative machine. He either has a staff of assistants who stand in need of integration, or if he serves in the special capacity of counselor to men he has a staff of associates with whom he needs to correlate his activities. He has a president who never is quite sure what kind of creature he has in his student personnel administrator. He has a comptroller whose status shifts from that of a very modest and apparently subordinate service officer to the angry ape who climbs all over him in the name of the president when financial matters go awry. Like the executive officer or the chief of staff in the military services the student dean must know something about everything that goes on at his campus. Besides, he must, like a good lawyer, be able to brief himself fast and work in a fairly unfamiliar area -- when, let us say, one of his students gets into an automobile accident and becomes involved in problems demanding a knowledge of insurance. He must be especially good at handling a multitude of very minor matters, such as organizing campus tours for visiting high school seniors or visitors farmed out by the state department, both of whom can suddenly appear on the scene without even a telephone call to give advance notice. Then, when really grave personal problems develop, he has to halt his breezy executive work and play the part of the good Samaritan and somewhat in the manner of the chaplain in the services sit still and listen with a degree of patience which takes the whole book of Job to describe.

One institution, the Harvard University Graduate School of Business Administration, already has offered to help us in our training program -- interested, as earlier stated, in the improvement of student personnel deans as administrators. Our Commission members who are at the Harvard Business School saw an opportunity to work for NASPA and prepared the way for a grant of ten thousand dollars which was approved after our meeting in Boston and upon presentation of the following proposal presented by Dean Vernon Alden, the Secretary of our Commission. With some omissions this proposal reads as follows. From now on until I give the word I am reading from the formal proposal made to Harvard Business.



"Memorandum to: Special Educational Development Fund Committee  
From: Vernon R. Alden, Assistant Dean  
Subject: Initial Financing for Seminar for Deans of Students

Harvard Business School has an opportunity to test the practicability of using the case system to teach administration to college administrators. At the same time the School will be able to contribute to the personal growth and development of deans of the leading undergraduate colleges and universities in the United States.

This is a request for \$10,000 to enable a Commission sponsored by the National Association of Student Personal Administrators to plan and to conduct at Harvard Business School in January of 1954, a one-week seminar for 25 student personnel administrators (e.g., Vice Presidents in charge of Student Life, Deans of Students, Deans of Men, and assistant deans preparing for these positions).

Within the past fifteen years the role of the Dean of Students on college campuses has undergone remarkable change. The increased demand for student services, coupled with a tremendous increase in college enrollments, has forced the typical dean of students to rapidly and sizably increase his staff. In many colleges he has 30 or 40 people working with him (directors of admission, placement, and registration, supervisors for dining hall and dormitory facilities, directors of athletic, medical, and religious facilities, testers, psychologists, counselors, military advisers, etc.). The position of the dean of students has become an administrative one, calling for skill in working with people and in making decisions under pressures of time.

The NASPA convention of 1952 authorized the establishment of a permanent commission to study means of formalizing a program for training and developing its members. The commission proposes to initiate its activities by experimenting with a one-week program of case discussions for 25 deans. Some of the School's cases and Professor Hugh Cabot's cases on college relationships will provide the basic teaching materials for the seminar. These cases will also be useful to deans in writing cases from their own experience. If each member of the commission prepared one case before next fall, we shall have enough cases for the seminar.

Four men from the School of Education have expressed willingness to assist Thomas Graves and Vernon Alden in handling administrative and clerical details before and during the one-week

seminar. Various Faculty members of the School have shown interest in the program.

We are requesting financial assistance from the Special Educational Development Fund to enable the School to provide the initial impetus to the NASPA project. If the experimental seminar is successful, the commission will be in a position to obtain permanent financial sponsorship from other sources.

March 5, 1952."

Such was the formal proposal.

Our universities have expanded tremendously since the last war. They will undergo a far greater expansion within the next ten years. The college or university is far more complicated than in years past so far as administrative work is concerned. The elaborate residence halls program of on-campus living has been adopted from one end of the country to the other. We are assuming more and more obligations in other services to students and in informal educational programs by way of close personal counseling and the promotion of cultural events.

Commission III sees in the able and experienced personnel administrator a logical choice for the very top administrative positions. In other words we see in this proposal an opportunity to meet an obligation -- that is, the strengthening of American university and college administration. We also see another value in this proposal, that is, service to our Association. The young student personnel officer is a figure who has highly serious and lasting influence upon the lives of ever so many young people, and has an opportunity through this proposal to sharpen his administrative techniques.

We hope that the members of this Association share our enthusiasm. This is a good start, we feel, in the direction of concrete and practical work in the development and training of student personnel administrators. The assignment of our Commission is not an easy one. It is tempting to all of us to conclude that personnel administrators are born and not made. But we are determined to avoid this evasive kind of attitude which will lead us absolutely nowhere. We do not promise too much. Glibness is not becoming to the seriousness of our mission. Perhaps a certain healthy kernel of scepticism is essential. But we must make the great educational assumption that there is no standing still, and that the degree of success is always small whether in the classroom or out of the classroom. But most of us have long been convinced that the effort is worthwhile.



A brief statement about the case method and its application to student personnel problems is in order. This is probably the unique feature of our proposed seminar at the Harvard Business School next January. The point ought to be made that American business has found in the case method as it is used in the advanced management program at the Harvard Business School a useful device for getting their second echelon administrators to see the overall picture that must be grasped if and when they are advanced to the presidencies of their companies. When I visited the Harvard Business School just this last March I had the opportunity to attend classes in the advanced management program. I would have bet money that the programs were nothing but a flimsy excuse to provide escape from the office and the wife back in Kansas City, I experienced a surprise. The intensity of interest and the sustained energy of the discussions astonished me. The cases to be used at the seminar will be descriptions of "real life" situations which members of our Association have encountered in their day-to-day work. Prior to the January meeting members of the Commission will prepare cases from their own experiences. Some cases will involve student disciplinary problems. Others will involve personal problems with fellow college administrators -- the relationships between the dean of students and his young assistant dean, between the dean and the medical or athletic department, or between the dean and the college president or even the alumni. Discussion leaders, trained and experienced in teaching by the case system, will serve as moderators at the seminar. Every dean in attendance will have an opportunity to participate in the discussion of the cases and in the formulation of useful generalizations about college administrative problems.

Study by the case system does not, of course, develop an individual into a fully competent and responsible administrator. Schools which utilize extensively this system of education make no such claims. Obviously, the members of Commission III do not promise that participants in the seminar will emerge from the one-week discussion of problems of the student personnel administrator as highly skilled and fully developed "administrators". Nevertheless, we feel confident that the week of case discussions will provide a useful experience in the development of the members of our Association.

In conclusion let me suggest that a good start may mean generous support from other colleges or foundations in the years ahead. Perhaps we could have a summer workshop for the very young men, for the person who is adviser to the fraternities at my school or the graduate student who is a dormitory counselor at your school.

Conceivably a week of discussion under the leadership of one of our senior deans might mean that these two young men definitely decide to make a career of student personnel work. It could be that the placement effort of the Association might be intensified by such summer workshops. The senior dean in charge might very well catalog the special qualifications of the young men in attendance at his conference and help out in the very difficult job of putting the right man in the proper place.

We invite other institutions and senior deans to propose to Commission III projects similar to the Harvard project so that we may attack the problem of training and development from different approaches.

This, Mr. President, completes our report.

PRESIDENT SPATHELF: Thank you very much, Jack. I want you to know who these Commission members are who have been working on this project. Along with Jack has been Director Vern Alden from Harvard, Dick Balch from Stanford, Associate Director Borreson from the University of Minnesota, Tom Graves from Harvard, Associate Dean Hall of California, John Hocutt from Delaware, Dick Hulet from Illinois, Dean A. L. Keeney, University of Wyoming, Paul MacMinn, University of Oklahoma, Glenn Nygreen, University of Washington, and Bob Shaffer of Indiana.

Then in addition we set up a 3-member advisory committee composed of Les Rollins, Frank Godolphin and Bob Strozier, to get the long-haul perspective of the work of this Commission and to be of assistance by remote control in the operation of it.

Before I turn it over to your discussion, I would like to make one other comment. I do not know when I have been privileged to see more aggressiveness in behalf of a project of this kind for this Association than I have been privileged to witness through the efforts of Les Rollins and his two able colleagues, Vern Alden and Tom Graves. Long distance telephone calls didn't mean anything -- three way conversations on them for long moments didn't mean anything. This has been a real undertaking.

Further, when I asked Jack Stibbs to assume the chairmanship of it, he accepted with full knowledge of the fact that it would be time consuming and would involve great personal sacrifice in it. But I think the significance of it stands on its own merit, as you have heard it, both for the contribution which can be made in the area and for the opening of a technique of operation by this Association which in this instance, and



further instances, I think can be very meaningfully productive both to the Association and to its members.

Again, the matter is open for discussion or question before we act upon it. Are there questions or discussion from the floor? I take it that the presentation was so complete that you have a full grasp of it. Is that correct?

DEAN BALDWIN: Mr. President, may we have two or three illustrations of cases that you want? It might help us to pick some out.

PRESIDENT SPATHELF: The question that Ted raises is, what are the types of cases that you may wish to have submitted to the Commission so that the membership can do a little bit more thinking on it?

DEAN STIBBS: I am an honest man, so I will use one of the young men on our Commission, if I may, and call on Vern Alden to answer that question, who has done more work than I have, of the actual application of the case study method at Harvard to our student personnel problems. Vern, would you answer that please?

DEAN VERNON R. ALDEN (Assistant Dean, Harvard Graduate School of Business Administration): We brought along with us seven sample cases that are being used at Harvard College in the Human Relations course, and a couple of cases to be used at the Business School. We are going to pass out those sample cases tomorrow morning to our Commission members when they meet. We have some extra copies, so if there is some interest among the members of the Association, if you want a copy or two we would be glad to pass them on.

It seems to me that almost any problem in the student personnel administrative area might be a useful case for discussion. Today I heard a few cases in the morning session, the cheating problem, problems that a young assistant dean has with his boss, who may happen to be a senior dean, problems that the college has with the student newspaper. There are any number of cases that come up from year to year.

At the Commission meeting tomorrow we are going to outline general areas where we might try to actually dig up cases, and maybe we will have more to report on that before the conference is over.

PRESIDENT SPATHELF: Any further questions?

DEAN R. R. OGLESBY (Dean of Students, Oklahoma A. and M.): Has the program in regard to the one-week seminar for 25 men been approved?

PRESIDENT SPATHELF: The program has been approved. I do not know if there is an actual selection at this point.

DEAN STIBBS: We have not faced that problem yet. We have been busy getting out our report. We have obtained the full approval of the Harvard Business staff and some of their top professors will be with us. We have all the classroom space, dormitory space, and so on that we want, but we are meeting tomorrow to face these other important problems, and certainly that one of making the selection.

DEAN VERGIL S. FOGDALL (Dean of Students, Lewis and Clark College): Is there any decision as to the cost for the 25 men involved? Would it be financed by scholarships covering all fees, except transportation?

DEAN STIBBS: Except for transportation, we hope that things will be pretty well taken care of. We do have the dormitory rooms. We know that. We have some money for a banquet, and I hope 2 or 3 or 4 cocktail parties. (Laughter)

DEAN ALDEN: There may have to be a charge for food, we don't know.

DEAN STIBBS: There may be a charge for food, but we hope that through the banquet and the cocktail parties we will be reasonably well fed. (Laughter) So the principal charge will be for traveling. The principal cost is for traveling.

PRESIDENT SPATHELF: In other words, if they get there, it will be all right. Any further questions?

DEAN D. H. GARDNER: Mr. Chairman, I move that the report be adopted and that the Executive Committee be empowered to provide for a method of selection of the participants.

PRESIDENT SPATHELF: The motion before you is that the report be adopted and the Executive Committee be empowered to provide for the manner of selection of the participants in this project.

DEAN HYINK: I second the motion.

PRESIDENT SPATHELF: The motion is seconded. Is there any discussion?



... The question was called for ...

PRESIDENT SPATHELF: All those in favor signify by saying "aye." Contrary. It is carried and so ordered.

I think this is a landmark of new activity for us.

Finally, this afternoon we have a report of the commission on program and practices evaluation. This has been chaired by Bob Kamm and is composed of Dean I. Clark Davis, Southern Illinois University; Dean L. Dale Faunce, State University of Iowa; Vice President J. H. Julian, University of South Dakota, Director Edward Voldseth, Drake University; and Dean E. G. Williamson, University of Minnesota. Bob, will you take over. I think we are going to make our schedule on time, so we are doing a good afternoon's work.

DEAN ROBERT B. KAMM (Dean of Students, Drake University; Chairman, Commission No. IV, Program and Practices Evaluation): President Vic, Gentlemen: In planning for this presentation this afternoon, I thought I had a story that might work in well. Then in thinking about it, I thought well, I'm a fairly new member here and maybe I would be misunderstood if I used the particular story I planned to use. After sitting through this long session I think perhaps if I don't use it I probably will be more misunderstood.

It seems as if there were two young doctors who were planning to start their work together. They had been good friends in graduate school. One of them had specialized in psychiatry, and the other one in rectal diseases. They were trying to think of just what would be the most appropriate title for their clinic. They thought and they thought, and finally one of them, not too professional in his outlook, said, "I think we should call this the Clinic for the Treatment of Queers and Rears." (Laughter) The other one phoophoed the idea. He didn't think it was good; but he was even more unprofessional, and he suggested that they speak of it as the Clinic for the Treatment of Nuts and Butts. (Laughter) The fellows could not get together. Finally they just decided to call it the Clinic for the Treatment of Odds and Ends. (Laughter)

I will try to make this brief. I should say that I am like the gentleman this morning who commented that one of the things he particularly enjoyed about the presentation was the jokes. You know, I'm getting so that when I need a joke for a talk or something, I don't even go to a joke book. I just go to the NASPA proceedings. (Laughter)

REPORT OF THE COMMISSION ON  
PROGRAM AND PRACTICES EVALUATION

Your Commission on Program and Practices Evaluation has now been at work for two years. Those of us at Colorado Springs a year ago will recall the report of Dean E. G. Williamson, relative to the work of the Commission during its first year of existence. You will recall that a major activity of the 1951-52 Commission was to review the various approaches to evaluation currently in use. In the summary statement were these words:

"Your Commission's report may serve to indicate the limited state of development in which evaluation takes place in most institutions today. We hope that by thus outlining the unsolved aspects of this question and problem of evaluation, we shall stimulate more careful thinking which will in turn ultimately produce written experiences helpful to all of us in finding answers to questions relative to the effectiveness of our services.

"More specifically, it is our hope that the future deliberations of your Commission on Program and Practices Evaluation might lead to the discovery and establishment of certain meaningful criteria by which student personnel services can be more adequately evaluated. It is further hoped that the efforts of this Commission may lead to the design and implementation of evaluative approaches and techniques more valid than those currently in use."

The report concluded with the listing of a number of recommendations for future commissions. These were:

1. That a new Commission on Program and Practices Evaluation be continued to study this important problem area.
2. That the new Commission center its attention on what are valid and relevant criteria, common to all institutions of higher learning, by which evaluation can be made.
3. That the new Commission also give consideration to those criteria which may be unique to different kinds of institutions -- that is, differences in size, religious orientation, geographic location, curriculum content, type of student body, and unique objectives of each institution.
4. That the new Commission give thought to determining the proper weighting to be given to the various sources of evaluative judgments, including the following:

- a. Students



- b. Members of the faculty
- c. Parents
- d. President
- e. Deans and other administrators
- f. Public at large.

The above groups should be further classified into those with direct experience with the services being evaluated, and those with only general hearsay acquaintance and knowledge.

5. The new Commission consider the problem of evaluation in the light of the demands made upon the institution by a changing society, of which the institution is a part. (There appears, for example, to have been a shift from an emphasis on the liberal arts per se to the provision of curricula providing training in a large variety of fields.)

6. That the new Commission consider the effects upon evaluation practices of the changing character of the student body, with respect to such matters as:

- a. Socio-economic level
- b. What the college is expected to produce for the students' benefit.
- c. The accelerated change from a regional to a national, and even an international, source of enrolled students.

7. Finally, that your Association endeavor to secure adequate funds for the collection and analysis of experiences and studies of the various aspects of evaluation, and, also, to enable the Commission to meet several times during the coming year for more exhaustive examination of the various aspects of this complicated and universally important problem.

Your 1952-53 Commission has not found it possible to follow through with all of the above. The members of the Commission have, however, spent considerable time in thought, discussion, and correspondence relative to certain of the recommendations, particularly the first four.

Last January, a meeting of the Commission was held on the Drake University campus, with all members of the Commission but one in attendance. Coming together at their own expense, the members of the Commission were able to sit down together for a day of study and planning. Following a review and discussion of the subject, it was agreed that the work of the 1952-53 Commission should be two-fold: (1) We should plan to bring to the

membership of NASPA, at the time of the April meetings, certain suggestions, aids, and materials which might have immediate meaning in terms of evaluation of our student personnel programs; and (2) We should point the way in such matters as the relationship of our Commission and its work with similar committees in other professional organizations, as well as toward more comprehensive, long-range approaches to evaluation.

The major attention of the Commission has been related to the first activity suggested above. I shall comment more at length on this shortly.

So far as its relationship to similar bodies in other professional organizations is concerned, the Commission wishes to present the following observations and recommendation:

It is recognized that various professional groups involved in some aspect of student personnel work are concerned with evaluation in their respective fields. Groups such as the American Personnel and Guidance Association, with its several divisions; the American Psychological Association; the National Association of Deans of Women; the American Association of Collegiate Registrars and Admissions Officers; and other organizations representing specific student personnel areas, are making contributions to this important activity. In the absence of coordination, and in view of limited communication, the results of some of these studies are not always available to those persons responsible for the administration of the total student personnel program.

Therefore, it is the recommendation of this Commission that one of the major responsibilities for future commissions on evaluation should be to bring the results of evaluative studies of other professional organizations to the attention of student personnel administrators, and, to the extent possible, provide for the machinery to coordinate these studies.

With regard to the long-range, comprehensive view toward evaluation, the Commission recommends that the following two approaches be adopted by NASPA:

1. That the Executive Committee of NASPA be charged with the responsibility of contacting private educational foundations (e.g., Ford Foundation) for the purpose of securing funds to carry on an extensive research project in the area of evaluation of student personnel programs. It is suggested that such a



project might include the following:

- a. Determine what the most critical research problems are, i.e., establish a hierarchy of research projects in order of their importance to all member schools.
- b. Investigate scientific tools and techniques, instruments of measurement, designs of experiments, etc., in an attempt to establish the most appropriate and useful methods of attacking specific problems of evaluation.
- c. Actually initiate and carry out research projects.
- d. Enlist the cooperation of member institutions of NASPA in the carrying out of specific investigation under the direction of the research foundation.
- e. Encourage all schools to carry out independent research, granting them every assistance possible.
- f. Collect and evaluate the results of all research and make such information generally available.

2. Pending the securing of such funds from a private source, the Commission recommends that a steering committee of NASPA (perhaps the already-established Commission on Program and Practices Evaluation) be charged with the responsibility of developing a program similar to that outlined above. Such a program might be undertaken with minimum expense to the institutions involved. Many colleges and universities will have official staff members who may be available for such research. Also, some institutions have qualified graduate students and experts in related areas who would cooperate in such a research endeavor.

It is felt, as indicated above, that the new Commission could integrate and coordinate this work in such a manner as to be of much value to all student personnel workers. More specifically, the Commission could:

- a. Disseminate information concerning accepted and well-established methods of research.
- b. Encourage member institutions to undertake specific projects which the Commission feels to be of particular importance.
- c. Collect, organize, and redistribute the results of such research for the benefit of all members.

As mentioned a few minutes ago, we have been most concerned with "What can we provide for the membership of NASPA which will be of most help now?"

In partial answer to this question, your Commission recommends that there be instituted among member institutions, a program of visitation, criticism, and evaluation. It is suggested that institutions utilize teams of selected student personnel administrators from other campuses to evaluate, by means of techniques currently available, their programs of student personnel services. Such has already been done by some other professional organizations, as illustrated by the ACE four-year consultation service, and the AACTE "Mutual Self-Improvement" program.

Also, as a partial answer to the question: "What can we provide for the membership of NASPA which will be of most help now?" it was decided to prepare for the use of student personnel administrators, a brochure entitled "Evaluation Aids." I shall devote the rest of my time to a discussion of this project.

The brochure consists of two parts -- a Manual which emphasizes the need for a systematic approach to evaluation, and which explains the background and use of the materials. This is followed by twenty sets of data relative to the various areas of the personnel program which might be evaluated. These are:

- a. Admissions
- b. Personnel Records
- c. Counseling Services
- d. Health Services
- e. Remedial Study Services
- f. Housing and Food Services
- g. New Student Orientation
- h. Group Activities Program
- i. Recreational Activities Program
- j. Discipline
- k. Financial Aids
- l. Part-time Employment
- m. Placement Services
- n. Services for Students from Other Lands
- o. Religious Activities Program
- p. Marriage Counseling
- q. Evaluation of Student Personnel Services
- r. Inter-relationship of Personnel Services and Other Campus Resources
- s. Organization and Administration of Program
- t. Staff Personnel



Included for each of the twenty areas are:

- a. A statement relative to the area to be evaluated
- b. A statement of objectives for the area
- c. A listing of criteria useful in evaluation of the area
- d. Sources to utilize in evaluation of the area
- e. Techniques to be employed in evaluation of the area

Intended to have meaning for both the large institution and the small, and designed to aid in evaluating one area of service, or as many as twenty separate areas, the uniqueness of "Evaluation Aids" lies in its flexibility.

To illustrate the aids themselves, let us look at one of the twenty areas. One which, without a doubt, is familiar to all of us is entitled "Group Activities Program".

#### GROUP ACTIVITIES PROGRAM

Area to Evaluate	A program of significant group activities arising from the needs and interests of students.
Objectives	<ol style="list-style-type: none"> <li>1. To aid students in achieving a sense of belonging to the college.</li> <li>2. To help students find a role in relation to others which will make them feel valued, will contribute to their feeling of self-worth, and will contribute to a feeling of kinship with an increasing number of persons.</li> <li>3. To help students understand and to use their emotions for maximum, directed action.</li> <li>4. To help students to learn to live better with others.</li> <li>5. To promote the development of responsible leadership and followership.</li> </ol>
Criteria	<ol style="list-style-type: none"> <li>1. Student growth in social responsibility and adjustment.</li> <li>2. Development of many participants, rather than the attainment of high proficiency by a few.</li> <li>3. Student information about campus group activity opportunities.</li> <li>4. Presence in student of qualities of tolerance, cooperativeness, and willingness to abide by group decision in student's daily life.</li> <li>5. Measured student changes in personality, attitudes, and concept of self.</li> </ol>

Criteria (Cont'd.)	<ol style="list-style-type: none"> <li>6. Activities provide appreciation for and skills in democratic processes.</li> <li>7. Activities provide opportunity for students to share in development of certain administrative and academic policies and programs.</li> <li>8. Student satisfaction with service.</li> <li>9. Colleague satisfaction with service.</li> <li>10. Satisfaction of outside specialists in the field with service.</li> <li>11. Alumni satisfaction with service.</li> <li>12. Student participation in group activities program.</li> <li>13. Proper balance of the academic and group activity programs.</li> </ol>
Sources of Evalua- tion	<ol style="list-style-type: none"> <li>1. Students</li> <li>2. Colleagues on professional staff or teaching staff</li> <li>3. Outside specialists or consultants</li> <li>4. Campus research office, or campus specialists such as group work and sociology teaching personnel</li> <li>5. Alumni</li> <li>6. Personnel worker himself.</li> </ol>
Tech- niques	<ol style="list-style-type: none"> <li>1. Record of informal remarks of students, staff, and others.</li> <li>2. Use of planned interview with the above.</li> <li>3. Use of questionnaire.</li> <li>4. Use of inventory check lists.</li> <li>5. Use of rating scales.</li> <li>6. Student council and committee discussions.</li> <li>7. Staff meetings and conferences for purpose of evaluation.</li> <li>8. Tally of extent of student usage.</li> <li>9. Use of standardized "before-and-after" tests and inventories.</li> </ol>

Other similarly arranged sets of data for nineteen additional personnel areas subject to evaluative studies are included in the brochure. Certain of the data are common to a number of different services. Student satisfaction, for example, is a criterion to be utilized in evaluating virtually all of the twenty areas.

It is the sincere hope of the members of your 1952-53 Commission that "Evaluation Aids" will be helpful to you. The brochure will appear in its entirety in the Proceedings. Also, copies may be had by writing to the Secretary-Treasurer, Dean Fred Turner.



## EVALUATION AIDS

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I. Clark Davis  
 L. Dale Faunce  
 J. H. Julian  
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Commission on Program and Practices Evaluation  
 National Association of Student Personnel Administrators

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## MANUAL

There are times when every student personnel administrator is called upon to evaluate his program. If at no other time, such usually occurs when budgets are prepared and submitted. Data relative to the value and worth of the services are gathered in various manners and presented as a part of the budget report.

Subjected by everyday pressures and details, and without the benefit of technical assistance, these data are often little more than subjective impressions, rather than the result of systematic planning and critical study. All too frequently, they are based upon scattered, unrelated experiences, with conclusions drawn without sufficient basis.

The Commission on Program and Practices Evaluation of the National Association of Student Personnel Administrators firmly believes that if student personnel programs are to develop and improve, serious attention must be given to periodic, systematic approaches to evaluation. It is the belief of the Commission that evaluation must go beyond the level of speculation, hunches, and casual examination. It is no longer necessary that student personnel administrators operate on a basis of guess work. Certain empirically and scientifically proved approaches to evaluation are currently available. Others, and particularly those of an experimental nature, are receiving increasing amounts of attention, and hold promise of greater significance and usage in the future.

The members of the Commission believe that on virtually all campuses, regardless of size of institution, it is possible to move from the "catch-as-catch-can" approach to evaluation to a repeated and more systematic approach -- if there is fuller use made of currently known techniques by resource personnel already on the campus. We firmly believe that it is in the best interests of student personnel administrators to approach evaluation on a thorough, comprehensive basis, and that in so doing and in communicating findings to others, we not only will up-grade our own staff, but also do much, we believe, to win the support of faculty, the academic deans, the president, student leaders, parents, and the public at large.

To aid in a systematic approach to evaluation, the Commission has prepared a summary of data relative to twenty areas of student personnel work. Included for each of these twenty areas are:

1. A statement relative to the area to be evaluated
2. A list of objectives
3. A list of criteria useful in evaluation



4. A list of source personnel utilized in evaluation of the area
5. A list of techniques to be employed in evaluation.

It is the intent of the Commission that student personnel administrators utilize the suggested criteria, sources of evaluation, and techniques in determining whether or not the various objectives of the areas under study are being met.

As mentioned earlier, it is the belief of the members of the Commission that the data will have meaning for programs of varying complexity and extent. The members believe that each student personnel administrator will find in the data of the brochure some appropriate combination of criteria, techniques, and sources for use on his own campus.

#### ADMISSIONS

Area to Evaluate	The process of admissions, not as a credit-counting service, but rather as a first step in the counseling procedure designed to interpret the institution to the student, his family, and his high school teachers in terms of its requirements for success, its services, and its ability to satisfy his educational and personal needs.
Objectives	<ol style="list-style-type: none"> <li>1. To select students who possess basic qualities of intelligence and aptitudes necessary for success in a given institution.</li> <li>2. To appropriately interpret and to relate offerings of the college to the needs and abilities of prospective students.</li> </ol>
Criteria	<ol style="list-style-type: none"> <li>1. Parental satisfaction with service.</li> <li>2. Prospective student satisfaction with service.</li> <li>3. High School principal satisfaction with service.</li> <li>4. Colleague satisfaction with service.</li> <li>5. Satisfaction with service of students admitted.</li> <li>6. Alumni satisfaction with service.</li> <li>7. Satisfaction of outside specialists in the field with the service.</li> <li>8. Student information about college, prior to his coming.</li> <li>9. A decreased student mortality rate, as a result of careful matching of student abilities with college offerings.</li> </ol>

## ADMISSIONS (Cont'd.)

Sources of Evaluation	<ol style="list-style-type: none"> <li>1. Parents</li> <li>2. Prospective Students</li> <li>3. H. S. Principal</li> <li>4. Admitted Students</li> <li>5. Colleagues on professional staff and teaching staff</li> <li>6. Alumni</li> <li>7. Outside specialists or consultants</li> <li>8. Authorities such as accrediting bodies</li> <li>9. Campus research office, or specialists</li> <li>10. Personnel worker himself</li> <li>11. Graduate students in psychology, education, and related areas.</li> </ol>
Techniques	<ol style="list-style-type: none"> <li>1. Record of informal remarks of students, staff, and others.</li> <li>2. Use of planned interview with the above.</li> <li>3. Use of questionnaire.</li> <li>4. Use of inventory check list.</li> <li>5. Use of rating scale.</li> <li>6. Student council and committee discussions.</li> <li>7. Staff meetings and conferences for purpose of evaluation.</li> <li>8. Design and use of systematic follow-up studies relative to student mortality.</li> <li>9. Use of standardized tests, inventories, and rating techniques.</li> </ol>

## PERSONNEL RECORDS

Area to Evaluate	The keeping of personnel records and their use in the improved understanding of, and service to, the individual student as he has contact not only with the classroom, but also in all phases of his college or university life.
Objectives	<ol style="list-style-type: none"> <li>1. To provide useful records available for study, so that the student may inform himself of his present status and be apprised of whatever growth and development he has thus far achieved.</li> <li>2. To provide records, useful in the counseling and placement of students.</li> <li>3. To aid in the communication among personnel workers of pertinent data relative to students.</li> </ol>



## PERSONNEL RECORDS (Cont'd.)

Criteria	<ol style="list-style-type: none"> <li>1. Usage by staff</li> <li>2. Student demand for reference to records.</li> <li>3. Colleague satisfaction with service.</li> <li>4. Satisfaction of outside specialists in the field with service.</li> <li>5. Student self-knowledge with regard to interests, abilities, and social effectiveness.</li> </ol>
Sources of Evaluation	<ol style="list-style-type: none"> <li>1. Students</li> <li>2. Colleagues on professional staff and teaching staff</li> <li>3. Outside specialists or authorities</li> <li>4. Campus research office or specialists</li> <li>5. Personnel worker himself</li> <li>6. Graduate students in psychology and related areas</li> </ol>
Techniques	<ol style="list-style-type: none"> <li>1. Record of informal remarks of students, staff, and others.</li> <li>2. Use of planned interview with the above.</li> <li>3. Use of questionnaire.</li> <li>4. Use of inventory check list.</li> <li>5. Use of rating scale.</li> <li>6. Staff meetings and conferences for purpose of evaluation.</li> <li>7. Count of staff usage and student reference.</li> </ol>

## COUNSELING SERVICES

Area to Evaluate	<p>The service to the student of trained, sympathetic counselors to assist him in thinking through his educational, vocational, and personal adjustment problems. Such a service should be so designed as to be, in effect, a cohesive agency drawing together all the institution's resources in the process of facilitating the student's efforts to achieve the objectives of higher education. This service will have access, either through direct association or as a supplementary service, to psychological testing and other special diagnostic services as may be necessary to achieve better and more objective appraisal and understanding of the individual. Resources for adequate vocational information as may be needed by the student in the process of his orientation should be closely correlated with the counseling program. Special attention should be given to the educational importance of supplementing the efforts of counseling specialists by the use of carefully selected, specially trained faculty members serving as advisers and counselors.</p>
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## COUNSELING SERVICES (Cont'd.)

Objectives	<ol style="list-style-type: none"> <li>1. To help students succeed in their studies.</li> <li>2. To help students to better understand themselves, their abilities, interests, motivations, and limitations.</li> <li>3. To aid students in making long-range life plans and to better cope with problems of life.</li> <li>4. To help students grow personally, and (in the process) make constructive social contributions.</li> <li>5. To help students to understand and to appropriately use their emotions in maximum, directed action.</li> <li>6. To help students develop lively and significant interests.</li> <li>7. To help students in the appropriate selection of a vocation.</li> <li>8. To help students learn to live better with others.</li> <li>9. To help students acquire an understanding and acceptance of themselves.</li> </ol>
Criteria	<ol style="list-style-type: none"> <li>1. A decreasing student mortality rate.</li> <li>2. Student information about the institution and its facilities.</li> <li>3. Student self-knowledge with regard to interests, abilities, and social effectiveness.</li> <li>4. Student's emotional acceptance of self.</li> <li>5. An increase in relationship between measures of college aptitude and college achievement.</li> <li>6. Student's level of aspiration in harmony with his abilities and interests.</li> <li>7. An increase in the proportion of the student population which can succeed without intensive counseling.</li> <li>8. Parental satisfaction with service.</li> <li>9. Counselee satisfaction with service.</li> <li>10. Colleague satisfaction with service.</li> <li>11. Alumni satisfaction with service.</li> <li>12. Alumni adjustment in career.</li> <li>13. Satisfaction of outside specialists in the field with service.</li> <li>14. Measured student changes in personality and self-attitude.</li> <li>15. Student usage of service.</li> </ol>
Sources of Evaluation	<ol style="list-style-type: none"> <li>1. Students</li> <li>2. Colleagues on professional staff and teaching staff</li> <li>3. Outside specialists or consultants</li> <li>4. Reviewing and evaluating groups such as the APGA Ethical Practices Committee</li> <li>5. Campus research office or specialists, such as psychology teaching personnel</li> <li>6. Parents</li> <li>7. Alumni</li> <li>8. Personnel worker himself</li> <li>9. Graduate students in psychology and related areas</li> <li>10. Alumni</li> </ol>



## COUNSELING SERVICES (Cont'd.)

Techniques	<ol style="list-style-type: none"> <li>1. Record of informal remarks of students, staff, and others.</li> <li>2. Use of planned interview with the above.</li> <li>3. Use of questionnaire.</li> <li>4. Use of inventory check lists.</li> <li>5. Use of rating scales.</li> <li>6. Student council and committee discussions.</li> <li>7. Staff meetings and conferences for purpose of evaluation.</li> <li>8. Tally of extent of student usage.</li> <li>9. Design and use of systematic follow-up studies relative to student mortality.</li> <li>10. Use of standardized "before-and-after" tests and inventories.</li> </ol>
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## HEALTH SERVICES

Area to Evaluate	Physical and mental health services whose orientation is not only the treatment of illness, but also, and even primarily, an educational program of preventive medicine and personal-hygiene counseling.
Objectives	<ol style="list-style-type: none"> <li>1. To treat appropriately those who are ill or injured.</li> <li>2. Through preventive efforts and health education to curtail illness.</li> <li>3. To help students to better understand their health needs and to care for themselves.</li> <li>4. To aid in the adjustment of students to their physical potentialities, as well as to their irremediable limitations.</li> </ol>
Criteria	<ol style="list-style-type: none"> <li>1. Student self-knowledge with regard to health needs and limitations.</li> <li>2. Decreased student mortality due to health problems.</li> <li>3. Student's emotional acceptance of self.</li> <li>4. Student usage of service.</li> <li>5. Student satisfaction with service.</li> <li>6. Parental satisfaction with service.</li> <li>7. Colleague satisfaction with service.</li> <li>8. Alumni satisfaction with service.</li> <li>9. Satisfaction of outside specialists in the field with service.</li> <li>10. An improved campus student health picture.</li> <li>11. Adequate standards as determined by authorities.</li> </ol>

## HEALTH SERVICES (Cont'd.)

Sources of Evaluation	<ol style="list-style-type: none"> <li>1. Students.</li> <li>2. Colleagues on professional staff and teaching staff.</li> <li>3. Outside specialists or consultants.</li> <li>4. Authorities such as city or state health department personnel.</li> <li>5. Specialists on campus such as medical teaching personnel or public health staff.</li> <li>6. Parents.</li> <li>7. Personnel worker himself.</li> <li>8. Graduate students in medicine, nursing, public health, psychology, and related areas.</li> <li>9. Alumni</li> </ol>
Techniques	<ol style="list-style-type: none"> <li>1. Record of informal remarks of students, staff, and others.</li> <li>2. Use of planned interview with above.</li> <li>3. Use of questionnaire.</li> <li>4. Use of inventory check list.</li> <li>5. Use of rating scales</li> <li>6. Student council and committee discussions.</li> <li>7. Staff meetings and conferences for purposes of evaluation.</li> <li>8. Tally of extent of student usage.</li> <li>9. Design and use of systematic follow-up studies relative to student mortality related to health problems.</li> </ol>

## REMEDIAL STUDY SERVICES

Area to Evaluate	Remedial services in the areas of speech, reading, and study habits, recognizing that the presence of defects in these areas may seriously impede the functioning of many able students and also restrict the contributions which may be made by otherwise adequate personalities.
Objectives	<ol style="list-style-type: none"> <li>1. To help students succeed in their studies.</li> <li>2. To help students to develop effective work habits and to achieve at their optimum levels.</li> <li>3. To aid in the remediation of various physical conditions.</li> </ol>



## REMEDIAL STUDY SERVICES (Cont'd.)

Criteria	<ol style="list-style-type: none"> <li>1. A decreasing student mortality rate.</li> <li>2. Student self-knowledge with regard to study abilities and limitations.</li> <li>3. An increase in relationship between measures of college aptitude and college achievement.</li> <li>4. An increase in proportion of students who succeed in their academic work.</li> <li>5. Measured student changes in personality and self-attitude.</li> <li>6. Student usage of service.</li> <li>7. Parental satisfaction with service.</li> <li>8. Student satisfaction with service.</li> <li>9. Colleague satisfaction with service.</li> <li>10. Satisfaction of outside specialists in the field with service.</li> <li>11. Alumni satisfaction with service.</li> </ol>
Sources of Evaluation	<ol style="list-style-type: none"> <li>1. Students</li> <li>2. Colleagues on professional staff and teaching staff.</li> <li>3. Outside specialists or consultants.</li> <li>4. Campus research office or campus specialists in education and psychology.</li> <li>5. Parents</li> <li>6. Personnel worker himself.</li> <li>7. Graduate students in psychology, education, and related areas.</li> <li>8. Alumni.</li> </ol>
Techniques	<ol style="list-style-type: none"> <li>1. Record of informal remarks of students, staff, and others.</li> <li>2. Use of planned interview with the above.</li> <li>3. Use of questionnaire.</li> <li>4. Use of inventory check lists.</li> <li>5. Use of rating scales.</li> <li>6. Student council and committee discussions.</li> <li>7. Staff meetings and conferences for purpose of evaluation.</li> <li>8. Tally of extent of student usage.</li> <li>9. Design and use of systematic follow-up studies relative to student mortality.</li> <li>10. Use of standardized "before-and-after" tests and inventories.</li> </ol>

## HOUSING AND FOOD SERVICES

Area to Evaluate	Supervision and integration of housing and food services, both on and off the campus, to the end that they shall not only provide for the physical comforts of students, but also shall contribute positively to education in group living and social graces, and to the academic achievement of the student.
Objectives	<ol style="list-style-type: none"> <li>1. To see that students have good living and dining facilities, with major emphasis placed upon student service rather than institutional profit.</li> <li>2. To provide a program which meets both physical and related social needs of students.</li> <li>3. To help students to better live with others.</li> <li>4. To aid in the academic achievement of students.</li> </ol>
Criteria	<ol style="list-style-type: none"> <li>1. Adequate standards as determined by fire, public health, housing, and dietary authorities.</li> <li>2. Student satisfaction with service.</li> <li>3. Parental satisfaction with service.</li> <li>4. Colleague satisfaction with service.</li> <li>5. Satisfaction of outside specialists in the field with service.</li> <li>6. Alumni satisfaction with service.</li> <li>7. Student usage of service.</li> <li>8. A decreasing student mortality rate due to housing and food problems.</li> <li>9. Presence in student of qualities of tolerance, cooperativeness, and willingness to abide by group decision in student's daily life.</li> <li>10. Margin of institutional profit from housing and food services.</li> </ol>
Sources of Evaluation	<ol style="list-style-type: none"> <li>1. Students</li> <li>2. Colleagues on professional staff and teaching staff.</li> <li>3. Outside specialists or consultants in the field.</li> <li>4. Authorities such as health, and pure food and drug personnel.</li> <li>5. Specialists on campus such as home economics and sociology staff.</li> <li>6. Alumni</li> <li>7. Parents</li> <li>8. Personnel worker himself</li> <li>9. Graduate students in home economics, sociology, and related areas.</li> <li>10. Business manager</li> </ol>
Techniques	<ol style="list-style-type: none"> <li>1. Record of informal remarks of students, staff, and others.</li> <li>2. Use of planned interview with above.</li> <li>3. Use of questionnaire.</li> <li>4. Use of inventory check list.</li> <li>5. Use of rating scales.</li> </ol>



## HOUSING AND FOOD SERVICES (Cont'd.)

Techniques (Cont'd.)	6. Student council and committee discussions.
	7. Staff meetings and conferences for purposes of evaluation.
	8. Design and use of systematic follow-up studies relative to student mortality related to housing and food problems.
	9. Examination of institutional financial records.

## ORIENTATION

Area to Evaluate	A program of continuing activities, designed to induct the student into his new life and environment as a member of the college or university family.
Objectives	<ol style="list-style-type: none"> <li>1. To orient students to the college environment.</li> <li>2. To help students "feel at home" and as members of the college family.</li> <li>3. To facilitate the adjustment and prospective students to the environmental (social, physical, educational) demands of college life.</li> </ol>
Criteria	<ol style="list-style-type: none"> <li>1. A decreasing student mortality in first few weeks in college.</li> <li>2. Student information about institution and its facilities.</li> <li>3. An increasing ratio of self-referral over referral from other sources to student personnel services.</li> <li>4. Student satisfaction with service.</li> <li>5. Parental satisfaction with service.</li> <li>6. Colleague satisfaction with service.</li> <li>7. Alumni satisfaction with service.</li> <li>8. Satisfaction of outside specialists in the field with service.</li> <li>9. Measured student changes in personality and attitudes.</li> </ol>
Source of Evaluation	<ol style="list-style-type: none"> <li>1. Students, both new and old.</li> <li>2. Colleagues on professional staff and teaching staff</li> <li>3. Outside specialists or consultants</li> <li>4. Campus research office or campus specialists in education and psychology</li> <li>5. Parents</li> <li>6. Personnel worker himself</li> <li>7. Graduate students in psychology and related areas</li> <li>8. Alumni</li> </ol>

## ORIENTATION (Cont'd.)

Techniques	<ol style="list-style-type: none"> <li>1. Record of informal remarks of students, staff, and others.</li> <li>2. Use of planned interview with the above.</li> <li>3. Use of questionnaire.</li> <li>4. Use of inventory check lists.</li> <li>5. Use of rating scales.</li> <li>6. Student council and committee discussions.</li> <li>7. Staff meetings and conferences for purpose of evaluation.</li> <li>8. Design and use of systematic follow-up studies relative to student mortality.</li> <li>9. Use of standardized "before-and-after" tests and inventories.</li> </ol>
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## GROUP ACTIVITIES PROGRAM

Area to Evaluate	A program of significant group activities arising from the needs and interests of students.
Objectives	<ol style="list-style-type: none"> <li>1. To aid students in achieving a sense of belonging to the college.</li> <li>2. To help students find a role in relation to others which will make them feel valued, will contribute to their feeling of self-worth, and will contribute to a feeling of kinship with an increasing number of persons.</li> <li>3. To help students understand and to use their emotions for maximum, directed action.</li> <li>4. To help students to learn to live better with others.</li> <li>5. To promote the development of responsible leadership and followership.</li> </ol>
Criteria	<ol style="list-style-type: none"> <li>1. Student growth in social responsibility and adjustment.</li> <li>2. Development of many participants, rather than the attainment of high proficiency by a few.</li> <li>3. Student information about campus group activity opportunities.</li> <li>4. Presence in student of qualities of tolerance, cooperativeness, and willingness to abide by group decision in student's daily life.</li> <li>5. Measured student changes in personality, attitudes, and concept of self.</li> </ol>



## GROUP ACTIVITIES PROGRAM (Cont'd.)

Criteria (Cont'd.)	6. Activities provide appreciation for and skills in democratic processes. 7. Activities provide opportunity for students to share in development of certain administrative and academic policies and programs. 8. Student satisfaction with service. 9. Colleague satisfaction with service. 10. Satisfaction of outside specialists in the field with service. 11. Alumni satisfaction with service. 12. Student participation in group activities program. 13. Proper balance of the academic and group activity programs.
Sources of Evaluation	1. Students 2. Colleagues on professional staff or teaching staff 3. Outside specialists or consultants 4. Campus research office, or campus specialists such as group work and sociology teaching personnel 5. Alumni 6. Personnel worker himself.
Techniques	1. Record of informal remarks of students, staff, and others. 2. Use of planned interview with the above. 3. Use of questionnaire. 4. Use of inventory check lists. 5. Use of rating scales. 6. Student council and committee discussions. 7. Staff meetings and conferences for purpose of evaluation. 8. Tally of extent of student usage. 9. Use of standardized "before-and-after" tests and inventories.

## RECREATIONAL ACTIVITIES PROGRAM

Area to Evaluate	A program of recreational activities designed to promote life-time interests and skills appropriate to the individual students.
Objectives	1. To aid students in achieving a sense of belonging to the college. 2. To help students to find a role in relation to others. 3. To aid in the discovery and development of appropriate interests and skills. 4. To help students to learn to live better with others.

## RECREATIONAL ACTIVITIES PROGRAM (Cont'd.)

Objectives (Cont'd.)	5. To encourage personnel to employ their free time creatively and fruitfully, both during college and after.
Criteria	<ol style="list-style-type: none"> <li>1. Student growth in social responsibility and adjustment.</li> <li>2. Development of many participants rather than the attainment of high efficiency by a few.</li> <li>3. Student information about campus recreational opportunities.</li> <li>4. Presence in student of qualities of tolerance, cooperativeness, and willingness to abide by group decision in student's daily life.</li> <li>5. Measured student changes in personality and self-concept.</li> <li>6. Student self-knowledge of leisure-time and recreational abilities and limitations.</li> <li>7. Student participation in recreational activities.</li> <li>8. Student satisfaction of current use of free time.</li> <li>9. Alumni satisfaction of current use of free time.</li> <li>10. Colleague satisfaction with service.</li> <li>11. Parental satisfaction with service.</li> <li>12. Satisfaction of outside specialists in the field with service.</li> </ol>
Sources of Evaluation	<ol style="list-style-type: none"> <li>1. Students</li> <li>2. Colleagues on professional staff or teaching staff.</li> <li>3. Outside specialists or consultants.</li> <li>4. Campus research office, or campus specialists such as recreation and sociology teaching personnel</li> <li>5. Alumni</li> <li>6. Parents</li> <li>7. Personnel worker himself</li> <li>8. Graduate students in psychology, sociology, and related areas.</li> </ol>
Techniques	<ol style="list-style-type: none"> <li>1. Record of informal remarks of students, staff, and others.</li> <li>2. Use of planned interview with the above.</li> <li>3. Use of questionnaire.</li> <li>4. Use of inventory check lists.</li> <li>5. Use of rating scales.</li> <li>6. Student council and committee discussions.</li> <li>7. Staff meetings and conferences for purpose of evaluation.</li> <li>8. Tally of extent of student usage.</li> <li>9. Use of standardized "before-and-after" tests and inventories.</li> </ol>



## DISCIPLINE

Area to Evaluate	The treatment of discipline as an educational function designed to modify personal behavior patterns and to substitute socially acceptable attitudes for those which have precipitated unacceptable behavior.
Objectives	<ol style="list-style-type: none"> <li>1. To aid in achieving adequate self-discipline.</li> <li>2. To help students develop individuality and responsibility.</li> <li>3. To help students achieve insights relative to their own behavior.</li> <li>4. To aid students to behave in a manner which contributes to the welfare of fellow students.</li> <li>5. To help students to learn to live better with others.</li> <li>6. To help students acquire attitudes that are reasonably consistent, and not in disharmony with those of his society.</li> <li>7. To protect other students and the institution from the negative influences of those students who are unable or unwilling to accept the responsibilities of good citizenship.</li> </ol>
Criteria	<ol style="list-style-type: none"> <li>1. Measured changes in student's attitudes.</li> <li>2. Consistency of student's attitudes.</li> <li>3. Consistency between student's attitudes and behavior.</li> <li>4. Student's emotional acceptance of self.</li> <li>5. Presence of qualities of tolerance, cooperativeness, and willingness to abide by group decision in student's daily life.</li> <li>6. Acceptance of student by fellow-students.</li> <li>7. Student satisfaction with service.</li> <li>8. Colleague satisfaction with service.</li> <li>9. Parental satisfaction with service.</li> <li>10. Alumni satisfaction with service.</li> <li>11. Satisfaction of outside specialists in the field with service.</li> </ol>
Sources of Evaluation	<ol style="list-style-type: none"> <li>1. Students</li> <li>2. Colleagues on professional staff or teaching staff</li> <li>3. Outside specialists or consultants</li> <li>4. Campus research office</li> <li>5. Parents</li> <li>6. Alumni</li> <li>7. Personnel worker himself</li> <li>8. Graduate students in psychology and related areas.</li> </ol>

## DISCIPLINE (Cont'd.)

Techniques	<ol style="list-style-type: none"> <li>1. Record of informal remarks of students, staff, and others.</li> <li>2. Use of planned interview with the above.</li> <li>3. Use of questionnaire.</li> <li>4. Use of inventory check lists.</li> <li>5. Use of rating scales.</li> <li>6. Student council and committee discussions.</li> <li>7. Staff meetings and conferences for purpose of evaluation.</li> <li>8. Use of standardized "before-and-after" tests and inventories.</li> </ol>
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## FINANCIAL AIDS

Area to Evaluate	Financial aid to worthy students, not as a dole, but as an educational experience in personal budgeting and responsibility.
Objectives	<ol style="list-style-type: none"> <li>1. To help students achieve understanding and control of their financial resources.</li> <li>2. To help students achieve an understanding of money-values in balanced relation to physical energy, curricular, and social demands.</li> <li>3. To aid in securing for needy and qualified students financial aid opportunities.</li> </ol>
Criteria	<ol style="list-style-type: none"> <li>1. Decreasing student mortality because of financial reasons.</li> <li>2. Student information about financial aid service.</li> <li>3. Student insight relative to proper budgeting and management of financial affairs.</li> <li>4. Student satisfaction with service.</li> <li>5. Colleague satisfaction with service.</li> <li>6. Parental satisfaction with service.</li> <li>7. Satisfaction of outside specialists in the field with service.</li> <li>8. Availability of continuing financial aid throughout college career.</li> <li>9. Satisfaction of alumni with service.</li> </ol>
Sources of Evaluation	<ol style="list-style-type: none"> <li>1. Students</li> <li>2. Colleagues on professional staff or teaching staff</li> <li>3. Outside specialists or consultants</li> <li>4. Campus research office</li> <li>5. Parents</li> <li>6. Personnel worker himself</li> <li>7. Graduate students in psychology and related areas</li> <li>8. Alumni</li> </ol>



## FINANCIAL AIDS (Cont'd.)

Techniques	<ol style="list-style-type: none"> <li>1. Record of informal remarks of students, staff, and others.</li> <li>2. Use of planned interview with the above.</li> <li>3. Use of questionnaire.</li> <li>4. Use of inventory check lists.</li> <li>5. Use of rating scales.</li> <li>6. Student Council and committee discussions.</li> <li>7. Staff meetings and conferences for purpose of evaluation.</li> <li>8. Use of "before-and-after" inventories to determine educational gains relative to personal budgeting and responsibility.</li> </ol>
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## PART-TIME EMPLOYMENT

Area to Evaluate	Opportunities for self-help through part-time and summer employment, geared as nearly as possible to the defined vocational objectives of the student.
Objective	To provide for needy and qualified students appropriate work opportunities which will help meet their financial needs, and also provide for them orientation to the world of work generally, and when possible to specific work fields consistent with educational and vocational objectives.
Criteria	<ol style="list-style-type: none"> <li>1. Relationship between work experience and student's defined vocational objectives.</li> <li>2. Alumni satisfaction relative to own work experience.</li> <li>3. Decreasing student mortality because of financial reasons.</li> <li>4. Student insight relative to proper budgeting and management of financial affairs.</li> <li>5. Student satisfaction with service.</li> <li>6. Colleague satisfaction with service.</li> <li>7. Parental satisfaction with service.</li> <li>8. Satisfaction of outside specialists in the field with service.</li> <li>9. Satisfaction of employers with service.</li> <li>10. Student information relative to world of work.</li> <li>11. Alumni satisfaction.</li> </ol>
Sources of Evaluation	<ol style="list-style-type: none"> <li>1. Students.</li> <li>2. Colleagues on professional staff or teaching staff.</li> <li>3. Outside specialists or consultants.</li> <li>4. Campus research office.</li> </ol>

## PART-TIME EMPLOYMENT (Cont'd.)

Sources of Evaluation (Cont'd.)	5. Employers 6. Parents 7. Personnel worker himself 8. Graduate students in psychology and related areas 9. Alumni
Techniques	1. Record of informal remarks of students, staff, and others. 2. Use of planned interview with the above. 3. Use of questionnaire. 4. Use of inventory check lists. 5. Use of rating scales. 6. Student council and committee discussions. 7. Staff meetings and conferences for purpose of evaluation. 8. Design and use of systematic follow-up studies to determine appropriateness of part-time work, in view of subsequent employment.

## PLACEMENT SERVICES

Area to Evaluate	Assistance to the student in finding appropriate employment after leaving college, and subsequently assisting alumni in further professional development.
Objectives	1. To aid students in securing satisfying constructive, postcollege employment. 2. To assist graduates in professional development and advancement.
Criteria	1. Relationship between job placement and student's defined vocational objectives. 2. Student and alumni information relative to placement opportunities. 3. Student and alumni use of service. 4. Advancement of alumni in the field to better positions, thereby creating vacancies for new graduates. 5. Student's employment goals in harmony with placement needs in world of work. 6. Student satisfaction with service. 7. Alumni satisfaction with service. 8. Employer satisfaction with service. 9. Satisfaction of outside specialist in the field with service.



## PLACEMENT SERVICES (Cont'd.)

Sources of Evaluation	<ol style="list-style-type: none"> <li>1. Students</li> <li>2. Colleagues on professional staff or teaching staff</li> <li>3. Outside specialists or consultants</li> <li>4. Campus research office</li> <li>5. Alumni</li> <li>6. Employers</li> <li>7. Personnel worker himself</li> <li>8. Graduate students in psychology and related areas</li> </ol>
Techniques	<ol style="list-style-type: none"> <li>1. Record of informal remarks of students, staff, and others.</li> <li>2. Use of planned interview with the above.</li> <li>3. Use of questionnaire.</li> <li>4. Use of inventory check lists.</li> <li>5. Use of rating scales.</li> <li>6. Student council and committee discussions.</li> <li>7. Staff meetings and conferences for purpose of evaluation.</li> <li>8. Tally of extent of student usage.</li> <li>9. Design and use of systematic follow-up studies relative to appropriateness of employment, in terms of training and life goals of employee.</li> </ol>

## SERVICES TO STUDENTS FROM OTHER LANDS

Area to Evaluate	The proper induction, orientation, and counseling of students from abroad.
Objectives	<ol style="list-style-type: none"> <li>1. To help students from other lands to "feel at home" and as accepted members of the college community.</li> <li>2. To assist with problems peculiar to students from other lands, and to aid in their achievement of insights and understandings which will reduce or eliminate problem situations.</li> <li>3. To provide for reciprocal learning experiences of domestic and foreign students.</li> </ol>
Criteria	<ol style="list-style-type: none"> <li>1. A decreased mortality of students from other lands.</li> <li>2. Student information about institution and its facilities.</li> <li>3. An increasing ratio of self-referral over referral from other sources to student personnel services.</li> <li>4. An increase in the proportion of the students from abroad who can succeed without intensive attention.</li> <li>5. Student usage of service.</li> </ol>

## SERVICES TO STUDENTS FROM OTHER LANDS (Cont'd.)

Criteria (Cont'd.)	6. Student satisfaction with service. 7. Colleague satisfaction with service. 8. Satisfaction of outside specialists in the field with the service. 9. Understandings and appreciations of all students relative to each other's cultures and homelands.
Sources of Evaluation	1. Students from abroad. 2. Colleagues on professional staff or teaching staff. 3. Outside specialists or consultants (e.g., IIE personnel) 4. Campus research office, or campus specialists such as sociology teaching staff personnel. 5. Personnel worker himself. 6. Graduate students in psychology, sociology, and related areas.
Techniques	1. Record of informal remarks of students, staff, and others. 2. Use of planned interview with the above. 3. Use of questionnaire. 4. Use of inventory check lists. 5. Use of rating scales. 6. Student council and committee discussions. 7. Staff meetings and conferences for purpose of evaluation. 8. Tally of extent of student usage. 9. Design and use of systematic follow-up studies relative to student mortality. 10. Use of standardized "before-and-after" tests and inventories.

## RELIGIOUS ACTIVITIES PROGRAM

Area to Evaluate	The enrichment of college and postcollege life through a well-integrated program of religious activities, including interfaith programs and individual religious counseling.
Objectives	1. To provide a climate in which the religious faith of individual students will grow and mature. 2. To aid students in discovering ethical and spiritual meaning in life. 3. To provide mature spiritual guidance for students. 4. To help students in developing an understanding of proper concepts of behavior, ethical standards,



RELIGIOUS ACTIVITIES PROGRAM  
(Cont'd.)

Objectives (Cont'd.)	<p>and spiritual values consistent with the students' broadened horizons resulting from newly acquired scientific and technical knowledge.</p> <p>5. To help the student gain an "operational" meaning of our human values, and of the dignity and worth of the individual.</p>
Criteria	<p>1. Student participation in program.</p> <p>2. Student satisfaction with own spiritual life.</p> <p>3. Student satisfaction with program of activities provided.</p> <p>4. Student information about program.</p> <p>5. Increased acquaintance by students with faiths other than their own.</p> <p>6. Increased insight and knowledge by students relative to own spiritual needs.</p> <p>7. Presence in students of qualities of tolerance, goodwill and consideration for rights of others.</p> <p>8. Consistency between attitude and behavior.</p> <p>9. Colleague satisfaction with service.</p> <p>10. Satisfaction of outside specialist in the field with program.</p> <p>11. Parental satisfaction with service.</p> <p>12. Satisfaction of community religious workers.</p> <p>13. Alumni satisfaction</p>
Sources of Evaluation	<p>1. Students</p> <p>2. Colleagues on professional staff or teaching staff</p> <p>3. Outside specialists or consultants</p> <p>4. Religious workers in community</p> <p>5. Campus research office, on campus specialists from religion and sociology departments</p> <p>6. Parents</p> <p>7. Personnel worker himself</p> <p>8. Graduate students in psychology, religion, sociology, and related areas</p> <p>9. Alumni</p>
Techniques	<p>1. Record of informal remarks of students, staff, and others.</p> <p>2. Use of planned interview with the above.</p> <p>3. Use of questionnaire.</p> <p>4. Use of inventory check lists.</p> <p>5. Use of rating scales.</p> <p>6. Student council and committee discussions.</p> <p>7. Staff meetings and conferences for purpose of evaluation.</p> <p>8. Tally of extent of student usage.</p> <p>9. Design and use of systematic follow-up studies relative to appropriateness of campus religion experience in view of later life needs.</p>

## MARRIAGE COUNSELING

Area to Evaluate	Counseling for married students and for those contemplating marriage to prepare them for broadening family and social responsibilities.
Objective	To help students achieve and maintain desirable attitudes and adjustments to the financial, social, spiritual, and sexual privileges and responsibilities of marriage.
Criteria	<ol style="list-style-type: none"> <li>1. A lower incidence of unsuccessful marriages.</li> <li>2. Increased student knowledge relative to sexual adjustment, family responsibilities, and the home.</li> <li>3. Student usage of service.</li> <li>4. Student satisfaction with service.</li> <li>5. Colleague satisfaction with service.</li> <li>6. Satisfaction of outside specialist in the field with the service.</li> <li>7. Alumni satisfaction.</li> </ol>
Sources of Evaluation	<ol style="list-style-type: none"> <li>1. Students</li> <li>2. Colleagues on professional staff or teaching staff</li> <li>3. Outside specialists and consultants</li> <li>4. Campus research office, or campus specialists from sociology department</li> <li>5. Personnel worker himself</li> <li>6. Graduate students in psychology, sociology, and related areas</li> <li>7. Alumni</li> </ol>
Techniques	<ol style="list-style-type: none"> <li>1. Record of informal remarks of students, staff, and others.</li> <li>2. Use of planned interview with the above.</li> <li>3. Use of questionnaire.</li> <li>4. Use of inventory check lists.</li> <li>5. Use of rating scales.</li> <li>6. Student council and committee discussions.</li> <li>7. Staff meetings and conferences for purpose of evaluation.</li> <li>8. Tally of extent of student usage.</li> <li>9. Design and use of systematic follow-up studies relative to appropriateness of marriage counseling service in terms of subsequent marital adjustment.</li> </ol>



## EVALUATION OF STUDENT PERSONNEL SERVICES

Area to Evaluate	A continuing program of evaluation of student personnel services and of the educational program, to insure the achievement by students of the objectives for which this program is designed.
Objectives	<ol style="list-style-type: none"> <li>1. To see that the objectives, for which the student personnel program has been designed, are being met.</li> <li>2. To see that the student personnel program is an integral part of the total educational program.</li> </ol>
Criteria	<ol style="list-style-type: none"> <li>1. Institution employs trained personnel in area of research and evaluation.</li> <li>2. Research and evaluation are carried on by professional staff members.</li> <li>3. Staff meetings, committee meetings and conferences are held for purpose of evaluation of student personnel services.</li> <li>4. Outside specialists in the field are employed to study services.</li> <li>5. Student, colleague, and alumni opinion are sought.</li> <li>6. Various systematic and experimental evaluation techniques are employed.</li> <li>7. Records relative to the extent of student participation are maintained.</li> <li>8. The student personnel program, without wasted effort, meets essential needs of students.</li> </ol>
Sources of Evaluation	<ol style="list-style-type: none"> <li>1. Colleagues on professional staff or teaching staff.</li> <li>2. Outside specialists and consultants.</li> <li>3. Personnel worker himself.</li> <li>4. Campus research office.</li> <li>5. Graduate students in psychology and related areas.</li> </ol>
Techniques	<ol style="list-style-type: none"> <li>1. Record of informal remarks of students, staff and others.</li> <li>2. Use of planned interviews with the above.</li> <li>3. Use of questionnaire.</li> <li>4. Use of rating scales.</li> <li>5. Student council and committee discussion.</li> <li>6. Staff meetings and conferences for purposes of evaluation.</li> </ol>

# INTER-RELATIONSHIP OF PERSONNEL SERVICES AND OTHER CAMPUS RESOURCES

Area to Evaluate	The application of a knowledge of student needs to the curriculum and to the instructional functions of the institution; the inter-relationship of personnel services and other campus resources.
Objectives	<ol style="list-style-type: none"> <li>1. To relate to all areas of campus activity the "student personnel point of view", keeping in mind that the emphasis on personnel services should always be a supplement to, instead of a substitute for, the academic program of the institution.</li> <li>2. To create a concern and an understanding by all members of the college community for the total experience of students.</li> </ol>
Criteria	<ol style="list-style-type: none"> <li>1. Personnel workers active in planning and policy-making for all phases of the institution's instructional public relations and business programs.</li> <li>2. Students active in planning and policy-making in all areas of the institution.</li> <li>3. Total educational adjustment of students.</li> <li>4. General personal adjustment of students.</li> <li>5. Decreased student mortality.</li> <li>6. Student satisfaction and good morale generally.</li> <li>7. Colleague satisfaction with campus climate for learning and total developing of students.</li> <li>8. Satisfaction of outside specialists in the field.</li> <li>9. Alumni satisfaction.</li> </ol>
Sources of Evaluation	<ol style="list-style-type: none"> <li>1. Students</li> <li>2. Colleagues on professional staff or teaching staff</li> <li>3. Outside specialists and consultants</li> <li>4. Campus research office</li> <li>5. Personnel worker himself</li> <li>6. Graduate students in psychology and related areas</li> <li>7. Alumni</li> </ol>
Techniques	<ol style="list-style-type: none"> <li>1. Record of informal remarks of students, staff, and others.</li> <li>2. Use of planned interview with the above.</li> <li>3. Use of questionnaire.</li> <li>4. Student council and committee discussions.</li> <li>5. Staff meetings and conferences for purpose of evaluation.</li> <li>6. Design and use of systematic follow-up studies relative to student mortality.</li> </ol>



## ORGANIZATION AND ADMINISTRATION OF PROGRAM

Area to Evaluate	An appropriate organization and administrative arrangement to carry out a student personnel program in proper relationship with the objectives of higher education generally, and with those of the institution, specifically.
Objectives	1. To facilitate; to make available to students; and to make functional a program of student personnel services.
Criteria	<ol style="list-style-type: none"> <li>1. Integration of all aspects of the institution's programs.</li> <li>2. Integration of all aspects of student personnel program.</li> <li>3. Coordination of all aspects of student personnel program.</li> <li>4. Financing is sound and sufficient to carry out program necessary to meet student needs.</li> <li>5. Organization flexible to adjust to differing personalities, talents, and interests of staff personnel.</li> <li>6. Professional staff reaction to appropriateness and functionality of own organization.</li> <li>7. Satisfaction of outside specialists in the field with organizations.</li> </ol>
Sources of Evaluation	<ol style="list-style-type: none"> <li>1. Colleagues on professional staff or teaching staff.</li> <li>2. Outside specialists or consultants.</li> <li>3. Campus research office, or campus specialists who teach organization and administration.</li> <li>4. Personnel worker himself.</li> <li>5. Graduate students in psychology, administration, and related areas.</li> </ol>
Techniques	<ol style="list-style-type: none"> <li>1. Record of informal remarks of colleagues.</li> <li>2. Use of planned interviews with colleagues.</li> <li>3. Use of rating scale.</li> <li>4. Use of questionnaire.</li> <li>5. Staff meetings and conferences for purpose of evaluation.</li> </ol>

## STAFF PERSONNEL

Area to Evaluate	Staff personnel
Objective	<ol style="list-style-type: none"> <li>1. To have a balanced personnel staff of specialists and administrators, in all personnel areas, who are chosen for their personal and professional competence and varied professional points of view and background.</li> </ol>
Criteria	<ol style="list-style-type: none"> <li>1. Personnel possess specific training for the job they are doing.</li> <li>2. Careful initial selection is observed.</li> <li>3. Both men and women are employed.</li> <li>4. Extent of efforts by staff members to improve themselves professionally.</li> <li>5. Extent of staff members' participation in related professional activities.</li> <li>6. Student satisfaction with personnel.</li> <li>7. Colleague satisfaction with personnel.</li> <li>8. Parental satisfaction with personnel.</li> <li>9. Satisfaction of outside specialists with personnel.</li> </ol>
Sources of Evaluation	<ol style="list-style-type: none"> <li>1. Students</li> <li>2. Colleagues on professional staff, or teaching staff</li> <li>3. Placement office</li> <li>4. Former employers, associates</li> <li>5. Student personnel administrator himself</li> </ol>
Techniques	<ol style="list-style-type: none"> <li>1. Record of informal remarks of students, staff, and others.</li> <li>2. Use of planned interview with selected students, staff and others.</li> <li>3. Use of rating scales.</li> </ol>

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- (3) Rackham, Eric N., "The Need for Adequate Criteria When Evaluating College Student Personnel Programs", Educational and Psychological Measurement, 11:691-703 (Winter, 1951).
- (4) Williamson, E. G., and others, The Student Personnel Point of View, American Council on Education Studies, Series VI, Student Personnel Work, Vol. XIII, No. 13 (Washington, D.C., 1949).
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Thank you.

PRESIDENT SPATHELF: Thank you for a very thoughtful report, and one in which there is a great deal of meat for action.

If I can quickly summarize it, there are five points of recommendations in this report which need to be implemented by your officers and executive committee at a later time, and they are: (1) To make available the published reports, to obtain and make available the published reports from the other professional groups which are presently existent. (2) The effort to apply for funds to assist research in foundations and other interested sources which have money. (3) Developing a steering committee for developing research within the organizational program. (4) The possibility of establishing visitation teams for criticism and evaluation as may be requested by member institutions. (5) The publication of this brochure of evaluation aims, which I might say to you, Bob, not alone will be published within the proceedings, but may very well be published separately as a separate publication resulting from that. I think we have institutional funds there.

Are there further questions on this report?

DEAN MUSSER: I move the approval of this report.

DEAN CULPEPPER: I second the motion.

PRESIDENT SPATHELF: It has been moved and supported. Any further discussion on it?

... The question was called ...

PRESIDENT SPATHELF: All those in favor signify by saying "aye." Contrary, the same sign. It is so ordered.

Gentlemen, I think you have had three splendid Commission reports that mean a lot to this organization, that represent a lot of work, and if we are smart enough to pick up some of the very evident directions of progress indicated, we should be much better for it.

... Announcements ...

PRESIDENT SPATHELF: The meeting is adjourned.

... The Conference recessed at four-thirty o'clock ...

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## TUESDAY EVENING SESSION

April 7, 1953

The Conference reconvened at seven-thirty o'clock, Director Donald M. DuShane, University of Oregon, presiding.

CHAIRMAN DU SHANE: Ladies and Gentlemen, our members, wives and guests are members of that organization which yesterday and today evidenced among its members a greater percentage of bow ties than any other group -- almost any other group -- in the country, except that which is called the ex-Presidents of the United States.

I am going to introduce to you first -- and when I am finished, I will be finished -- the guests at the head table.

I would first like to introduce the couple on my right, Vice President Julian. You all know "Cap" Julian who is a member of this organization and a past president, and I suppose if a Vice President can be known as a "Veep", a past president should be known as a "Peep". (Laughter) Julian of South Dakota, who is now Business Manager and General Assistant to the President. Mr. and Mrs. Julian, would you stand? (Applause as they arose)

The couple at my left are Dr. and Mrs. Esson Gale of the University of Michigan. Dr. Gale is here representing the National Association of Foreign Student Advisers. I asked him what his academic field was, and he told me, using a rather esoteric term, that his specialty was Sinology. (Laughter) I note that that word was "esoteric", not "erotic," (Laughter) which cleaned it up to begin with. I explained to him that this group knew all there was to be known, secondhand of course, about "sinology" (laughter) and he explained then what I, as a former teacher of international relations, just tumbled to, that he was referring to Chinese politics and culture. Dr. and Mrs. Gale, would you stand? (Applause as they arose)

We have some other guests here, singly but not in pairs. I would like to introduce Dr. Ronald B. Thompson of Ohio State, who represents the American Association of Collegiate Registrars and Admissions Officers. He is Registrar officer of Ohio State University, and has been representing his organization in some of the negotiations in connection with a report which you will have presented to you tomorrow. Dr. Thompson. (Applause as he arose)

Almost at the other end of the table is another gentleman who is well known to you, Dr. Clyde Johnson who was formerly a student personnel administrator in California. He is here

tonight, however, representing the National Inter-Fraternity Conference. He is editor of the IRAB, Inter-fraternity Research Advisory Bulletin. Will you stand up, Clyde, for the sake of the new members? (Applause as he arose)

Next to Dr. Johnson is Mr. Richard Murphy, President of N.S.A. For the benefit of our southern compatriots, this does not stand for "Northern States of America," (Laughter) but for National Student Association. Mr. Murphy. (Applause as he arose)

Then there are a few of our own members. I am not going to ask the next one to stand up because he stood for about all he can take from us in the last few days anyway, and that is our own President, who is also President of Ferris Institute. Vic Spathelf. (Applause) In connection with Vic, I might observe that as he is current president, if a vice president is a "Veep" and a past president is a "Peep", he must be a "Seep," although after what happened yesterday I think a "Splash" would be a better word. (Laughter)

Then we have a couple of end men who are well known to all of you, and like most members of this organization are at home in the positions they now occupy. At the end, Bill Guthrie of Ohio State, and at the other end, Don Mallett of Purdue. Will you please stand? (Applause as they arose)

Before I introduce the remaining person at this table, I have a few observations, random in nature, which I would like to make for you.

Just before the last presidential election, on an unnamed campus in this country, the dean of students and the president and the business manager were very close friends and were given to talking politics at some length. Two were Republicans and one was for Stevenson. They decided that no matter how the election should come out, they would meet afterwards for a celebration, and each would bring something for the party.

So that night, not as late as they had thought it was going to be, because of the nature of the election returns, but still that evening they got together. The dean of students brought a bottle -- out of character, of course (laughter) -- the president brought his cup -- the one which is known as the "presidential cup" when he goes out on trips (laughter) -- and the business director brought his director of buildings, auditor, director of grounds, and six house mothers. (Laughter)

Then there is another observation about the character



to my right here. I remember from years ago when someone at Wisconsin told this story about Johnny who was asked by his teacher, somewhere in the grades, in a county school in Wisconsin, to get his pencil. He wasn't using it, and he said, "I got no pencil." The teacher said, "Johnny, that is not right. You should say, 'I have no pencil,' as in 'I have no pencil, you have no pencil, he has no pencil, we have no pencils.'" Now do you get the idea?"

"Yes," Johnny said, "Ain't nobody got any pencils?"

It is the job of the business manager, of course, to keep us in pencils -- some of us think sometime. I have here three pencils which I cherish. They were given me by a business manager in a legislative year. (Laughter as he held up three small stubs of pencils)

When we were at Williamsburg, one of the headline addresses in my own estimation was given by Chester I. Bernard, formerly with the Jersey Bell Telephone Company, an educational philosopher at the time and I imagine for a long time before. He talked to us about authority and responsibility.

Now on the shelf below the presidency are the academic deans, the business managers, the deans of students, and there is no authority that any of these people on this shelf have over the others on the same shelf, but there is a mutually shared responsibility. Dr. Bernard's topic was that authority did not matter, but responsibility did.

If you stop and think that only the president and only these three other groups of officials, in so far as they realize their plight, have the welfare of the entire institution at heart, and they have to work together without authority but with mutually shared responsibility, you can see how important it is for us to understand each other. I would admit a good business manager to this category, which along with the president has the welfare of the entire institution at heart. Think things over, think them through, and work them out together.

Yesterday Dr. McDonald told the story I was going to tell next, the one about irritation, aggravation and exasperation; but that story is not so much in point here as exploration, examination and then the resultant gratification at jobs well done.

I am happy with my task this evening. I remember our Purdue meeting and the speech given there by R. B. Stewart, their great business manager, who was also an educational statesman, in President Vic's terms.

I recall my years at Lawrence College, and the way first skeptical respect matured into deep affection for Ralph J. Watts, the maligned business manager of that institution, who even during the depression managed to meet the salary schedule and make money available for scholarships.

I recall tonight with pleasure too the gratifying relationship I have at Oregon with our business manager, Orville Lindstrom, the way he reminds himself ever so often, "Well, what are all of us here for but for the student."

I do not think I have been exceptionally fortunate. I think there are many business managers like these men. These men are no less devoted than we are to the educational objectives of our institutions. They are no less devoted than we are to the development of responsibility in individual students. They are without exception deeply appreciative of the role played by deans in personnel. They may think of us deans at times in terms of being like filling station attendants -- the grease jobs we do, or the way we release valves to reduce over-inflation, or our tendency sometimes to fill the gas tank too often -- but they can and they do help us with these tasks, and with the cleaning of windshields and the prevention of academic accidents.

Tonight it is my pleasure to introduce to you a fellow administrator, a professional colleague, and if he is like the other business managers I have known, a good companion in times of trouble. He took his B. A. degree at Iowa State Teachers College, his M. A. degree at the University of Illinois, and all course work on doctorate at University of Illinois.

He served in the business office of Iowa State Teachers College, and University of Illinois; and as Budget Officer and Administrative Officer of the Board of Regents for Higher Education in Oklahoma before coming to Purdue.

He has carried out consulting and survey work for colleges and universities and public schools in West Virginia, Washington, Georgia, Illinois, Iowa, New York, New Mexico, Minnesota and Indiana -- nine states in all. I put Iowa in the middle because that is where he came from. Unlike most Iowans who go west, it seems to me he went in all directions, but I'm sure never more than one direction at a time, from north, south, east and west.

He worked with the management engineering firm of Cresap, McCormick and Paget of New York. He participated in the preparation of a Manual of Accounting for Junior Colleges -- I



might observe here I thought there was no accounting for Junior Colleges (laughter) -- and College and University Business Administration Volume I. He has contributed articles to College and University Business.

He served as consultant for study groups of the National Educational Association. Taught workshop courses in college and university business administration at the University of Omaha. He was a member of the Editorial Board of College and University Business; Vice Chairman of the Board of Directors of Midwest Inter-Library Corporation, Chicago; and member of Controllers' Institute of America.

He prepared himself for his present task by taking courses in personnel and educational philosophy. He is now business manager and comptroller at Purdue University. Ray W. Kettler. (Applause)

MR. RAY W. KETTLER (Controller, Purdue University): Mr. DuShane, President Spathelf, Distinguished Guests -- that includes all of the ladies -- Distinguished Deans and Directors-- that includes everyone: You know, I thought I had made some progress during the past twenty years until you showed these three pencils this evening, Mr. DuShane. Until that time I thought I had convinced at least a few of the people that I really do not think much more of a nickel than I do my right arm. (Laughter)

It is a thrilling experience to be here with you this evening. In fact, I am really overawed talking to so many deans at the same time. Generally when I talk to deans I am on the receiving end of the conversation. I even wrote a speech tonight. I wrote a speech because certain deans told me "you had to write a speech." Generally I speak off the cuff and I talk too long, and I think perhaps some of these people knew that and so they insisted that I reduce to manuscript form that which I was going to talk about this evening.

You deans are really my favorite people. Incidentally, I suppose most of you still carry the title of "dean" although I have noticed that during the last few years that a large number of you have a tendency to change your titles almost as often as do business officers. I don't know whether it is for the same reason or not. "A rose by still another name," and so on and so forth, you know. It really doesn't do any good.

Because you are my favorite people I really made a pledge tonight not to tell any of these stories about deans that

are so common. In fact, I am not even going to tell the story about the fraternity that invited the dean to dinner. This particular fraternity had a pet skunk. Now this skunk by appropriate means had been made a respectable member of society. But on the evening that the dean came to dinner something happened. Now of course, there are those who say the operation was not a complete success, but there are others who had a very, very wicked suspicion. (Laughter)

You know, controllers have sought very actively and vigorously cooperation with deans. I know of one institution where the controller went so far as to marry the dean of women. (Laughter) Of course, you know how controllers are. They work 24 hours a day, 7 days a week, and this particular individual was no exception, and so he was gone every night. The dean didn't like this very well. She was a little bit concerned about her controller husband being gone every evening, so she consulted with some of her friends and decided that there ought to be some way of keeping him at home at nights. They decided that they ought to frighten him into staying at home.

So on one occasion she dressed herself as the devil. She knew the path he usually took on the way home every night, and so she hid behind some shrubbery, and sure enough, pretty soon her controller husband came along the way, and as he came to the appropriate spot she jumped out and said "boo!"

Controllers, you know, are accustomed to practically everything, so he blinked his eyes for a moment, and said, "Who are you?" She said, "I'm the devil." He stuck out his hand and said, "Shake hands with your brother-in-law. I married your sister." (Laughter)

My fondness for deans comes not as some people have unjustly said, of this feeling of misery loves company, or birds of a feather, and so on and so forth, but rather the feeling that we really have very much in common.

Seriously, I was a bit puzzled when the suggestion was first made that we consider tonight that which is the dean's business, that which is the controller's business, and that which might be mutual business, or something on which we would get together. In order to clarify my thinking, my position, I would like to spend a few minutes on my concept of the total role of administration in a college or university.

Colleges and universities, as you know, have really a long history in this very new country of ours, going back to Harvard, which was founded over 300 years ago and Dartmouth and



Yale and other institutions, and even some of our middle western institutions that have old histories. Yet in spite of this relatively long history, the major growth and development of colleges and universities really came about in the latter part of the 19th century. Up until 1860-65 and from there on until the 1900's our colleges were really very, very small and the president or the chief executive or by whatever title known, was a versatile individual who, with the part time assistance of the faculty or with the lay governing board performed all of the administrative functions of the respective institutions.

I believe that the position of the librarian was established at a very early date, but positions such as secretary to the faculty, registrar, vice president, deans of men, deans of women, business officers, were really established primarily between the period of 1860 to 1900. In fact, the business officer as a full time position within a college or university was really one of the last administrative offices that were established.

Prior to that time the presidents, or the business officers, or business managers, or business men on a governing board really performed most of the chores that were ultimately delegated to a fiscal officer.

As these institutions grew in size and complexity, responsibility had to be delegated. It had to be placed in the hands of other administrative officers. In order to avoid stepping on toes, and perhaps also to assure skeptical governing boards and skeptical faculty members, that the evolutionary process was orderly and under control, experts began to devise these intricate organization charts, spelling out by codes, rules and regulations the duties and responsibilities of various administrative officers.

Thus we came to the preparation of these beautiful charts of organization, starting with the governing board at the top and dropping down to the president, ultimately the vice presidents, deans and directors, and other administrative officers, business officers, if you please, finally down to the faculty, and finally we find the student hanging on rather desperately down at the bottom of this hierarchy of administration in higher education.

The student. Ah, we have to have students because we say in all of our charters, in all of our organization literature, that our aims and objectives are directed toward the training of youth. Now, if we really believe that, if we are sincere in our statements that the educational program is first and foremost,

and that any activity on a college or university campus must add something to the sum total of educational experience of the youth on the campus, then we really need to revise our concept of administration and recognize that it is only one of the many so-called supporting services necessary to carry out the approved educational program, the instructional, research and extension program, if you please, of the college or university.

I really like to think of this educational program -- let's wipe out this fine organization chart for the moment -- I like to think of the education program at the top, and that all of the services are really the brick and the mortar that support the educational program and make possible the carrying out of the aims and objectives of the institution.

Thus, we need a governing board, a president, vice presidents, deans, directors, even business officers, not for the sake of having a series of bosses to tell us what to do, and we do it, but rather as a means of providing the key parts of the whole. The whole is one common goal: the educational program of the college or the university.

If you will accept this philosophy, then you will readily understand my confusion for the moment as to determining what is my job or what is your job. You will understand my feeling of the relationship of one administrative officer to another, as one brick is dependent upon another to support the whole of the structure. So one administrative officer must be dependent upon another for wholehearted support, cooperation, in carrying out the total of the educational program.

The finest dean in the world, in and of himself cannot create the best college or university. A good balance sheet, good financial statements, cannot make a good institution. In everything that we do, we must have a working partnership, a sense of complete cooperation, yes, a sense of dependency upon one another, if we are really to do the best job possible in promoting the welfare of the student, carrying out, if you please, the educational program.

This then is my thesis, my philosophy: A working partnership with deans and other administrative officers in serving and promoting higher education on our own respective campuses.

Now if you occasionally find college and university business officers who appear to be otherwise inclined, I hope you will be kindly toward them and remember one particular thing, and that is that the position of a college and university business



officer in this country is one of the newest positions created in our American colleges, and even today there are uninformed outsiders who would divorce business administration from so-called educational administration. This creates difficult administrative problems in both publicly and privately controlled institutions. Unfortunately I have seen many examples of this type of a situation in visiting various colleges and universities throughout the country.

I sat with a governing board of a particular college on one occasion in which they were attempting to determine the level of support that would be requested of the General Assembly for the coming biennial period. They exchanged pleasantries for three, four or five minutes, and finally the chairman of the board leaned back and said, "Gentlemen, we will expedite our business if we resolve ourselves into an executive session. We will therefore dismiss our business officers and our presidents." They spent the rest of the day arguing about who was the biggest liar, the president or the business officer.

Now this, if you please, by a governing board, a board of trustees, that presumably should have the trusteeship, the interest of the college at heart in presenting a factual case of an educational program, and yet they dismissed the only person who could really interpret the educational program, the president. They dismissed the individuals who could put the dollar sign in front of that educational program, the business officers.

Governing boards of privately controlled institutions frequently insist that the business officer report directly to the board, and they insist on giving the business officer orders directly rather than going through the chief executive of the institution. On the other hand, as many of you know, state, federal and local agencies that support in whole or in part our publicly controlled institutions frequently prescribe rules and regulations that are identical with those that are used in connection with public offices, or with penal or eleemosynary institutions. Many of these rules and regulations simply cannot be applied in a complex institution of higher education without destroying the educational effectiveness of the institution.

But here is the business officer who is between the devil and the deep blue sea, if you please, who attempts to follow rules and regulations on one hand, and on the other hand attempts conscientiously to do a job of promoting the educational program of the college or university.

College and university business officers must be more

than accountants and bookkeepers, and I am perfectly willing to admit that we have accountants and bookkeepers as college and university business officers, with little or no concept of the sum total of the educational program.

In advanced work in our colleges in commerce we teach consolidations, mergers, tax problems, and one thing or another, and really in college and university business administration there is little need for that. We do need to know something of the philosophy of education, we need to have a sympathetic understanding of the educational processes, we need to worry about the lead pencils that even deans and directors of student personnel need.

Thinking a little bit further about working relationships and the duties and responsibilities of a business officer and the student personnel administrator, I tried to think of something that might be classified strictly as the dean's business, and other things that might be classified as the business of the controller. I believe that I know some of you are thinking of responsibilities that you would claim as your very own.

Well, I have several for your consideration. I have decided that I would never attempt to tell a dean of women or a dean of men, or a dean of students, or a director of student personnel, whether he should use yellow or white dismissal slips, or whether he should hire a blond or a redheaded secretary, or whether he should have tea with the dean of women, or whether he should work on Sunday.

Now, for my part, I am going to resist any attempt on the part of the deans to tell me whether I should use white or buff ledger sheets in the business office, or whether I should use green or blue salary checks, or whether I should use a minus sign or whether I should use red ink to indicate a deficit on the financial statements.

I hope you will pardon these somewhat facetious statements, but I seriously could not think of any other items in which the dean or the controller would honestly, or could honestly say that they would have no interest.

As a controller, I am delighted, I am more than willing to recognize the major responsibilities of the dean. I am happy to leave these to the dean. I recognize his responsibility for counseling, for guidance in educational, social, recreational and moral matters, and I am happy to recognize the dean of students even as a disciplinary officer. In all fairness, however, I must



recognize that many of these duties and responsibilities of the dean have financial implications, and that the dean must have both financial and moral support if he is really to carry out his program.

A particular social, recreational activity might be most desirable on the part of the students -- a dance, a show, exhibit -- but generally all of these things have unfortunately some financial implications, either involved in the use of college or university facilities, or implications of general policy that try as we may we cannot completely ignore.

Then too, as an administrative officer of an educational institution dedicated to the total development of the institution, the controller must of necessity be interested in activities that will add to such development. The ideas, of course, should be those of the dean. The controller, through sympathetic understanding, should be ready and willing to provide moral support and also support within the limits of funds available as far as finances are concerned.

The matter of discipline also has financial and moral implications. Again, the controller should provide support in both areas. If the controller truly recognizes the purposes of the educational institution that he attempts to serve, he must be interested in the impartial administration of discipline which provides for proper development on the part of the students, and even, where necessary, provides occasionally for rehabilitation on the part of the students.

Now let's look at the other side for a moment. You say the controller has responsibility for collecting income or accounts, paying bills, balancing the budget. Can you honestly say, as a dean, that you can shrug your shoulders and say, "Well why should I worry? That is somebody else's job."? Can you really do that if you are interested in the sum total development of the educational program on your college or university campus?

Countless occasions, the controller must enlist the active cooperation and support of the dean in the collection of institutional income. Past due student accounts, which may threaten the financial stability of the institution, should obviously be a concern of the dean as well as the fiscal officer. Past due student loans, which may threaten future financial aid for students on the campus, are surely the concern of both the dean and the controller.

The dean must also be interested in the payment of institutional obligations over and beyond his own salary, I should

add, even though the physical act of making the payment may be the immediate responsibility of the controller.

Balancing the budget -- I would like to take just a little time, if I may, in discussing budgetary development and operation because it is really in this particular area where I think there is much misunderstanding as far as fiscal activity is concerned on any college or university campus.

First I would like to state most emphatically that I am opposed to the concept of an educational budget primarily as a document of control. Now I am perfectly willing to admit that some of my colleagues in college and university business administration will get up and say, "the budget is a document of control." The budget is really a financial plan to implement and carry out the educational program of the institution. It should represent an honest attempt to allocate available funds to the several departments in such a manner as to assure maximum support for all of the programs and activities.

The educational program on any college or university campus is really developed by the faculty. The faculty makes a decision with respect to the courses of study, the curriculum, and so on and so forth, and these then are put into operation with, of course, the approval of the chief executive and the governing board.

When the faculty has determined the curriculum and the courses of study, and when these have become a part of the approved educational program of the institution, it certainly must follow that funds must be allocated to carry out these courses of instruction. Obviously, some judgment of the allocation of funds must enter into the picture. No one can deny that instructors, professors, supplies, physical facilities and so forth must be provided to teach the approved courses -- liberal arts, sciences, engineering, education, agriculture, medicine, and what have you.

No conscientious faculty member would seriously recommend major increases in one department at the expense of another, and still vote then for the continuation of both courses of study. No institution can achieve a major academic stature if certain portions of the educational program fall far below the standards of other departments. True, there are differences in standards, differences in achievement, and so forth, but these differences certainly should not be extenuated by a misapplication of funds.

I want you to remember, and I hope that maybe I can



convince at least a few of you that the budget is an educational budget and that the budget by and large is really pre-determined by a faculty who decide the courses of education to be provided on any particular college or university campus.

Since this is true, and since these basic budget allocations are really determined by the faculty, all members of the staff who provide services should have a voice in budget development. Strangely enough, some of our colleagues in the academic world, some of our faculty members, some of our department heads, some of our deans of academic departments -- all present company, you see, is exempted -- complain bitterly about central administration, autocracy, and so on and so forth, that emanates from central administrative offices. Yet, if you really say, "Look, you carry the ball, you accept administrative responsibility," they are a little bit perturbed and nonplussed. They would like to have somebody tell them somewhere along the line, "Well now, what do I really do?"

Besides that, it destroys for some of them the opportunity of conniving with their colleagues in the department against a central administration. If you really say, "You have the administrative responsibility in your area. You are responsible for the program, therefore you carry out the administrative details in operating your program," it is a new experience for them. Those who accept the challenge are the individuals who we really need on the campus. Those who do not accept the challenge, those who are unwilling to accept genuine administrative responsibility can never become a total part of the philosophy that I am attempting to state this evening, and that is a working partnership, a working relationship to carry out the educational program of the institution.

We cannot set up police agencies. We cannot set up controls. We cannot set up rules and regulations. We need to depend upon the administrative ability, upon the integrity, if you please, of our administrative officers scattered throughout the campus who are charged with the responsibility of particular programs, the construction, research, extension, or student personnel work.

After the budget has been developed and is in operation, the control feature does sometimes come prominently to the foreground, particularly when somebody receives a note to the effect that your budget is getting dangerously low, or perhaps you even have created an overdraft in one of the classifications.

This control feature, again, is not something that the

business office or a central administration imposes upon you or your colleagues to control you or to make you unhappy. It is merely a mechanism whereby the business officer, the controller, if you please, attempts to carry out the wishes of the faculty in seeing to it that each particular department receives its appropriate share of available funds.

It is, of course, the function of the controller to provide such assurance, but the basic function of a controller is really to assist in the wise expenditure of funds. He really is a spending officer; not an individual to save money. He is not a watchdog of the treasury. He really serves to assist the faculty, the deans, the president and the governing board to expend most wisely the financial resources of the institution in carrying out the approved educational program of the institution, which in turn is developed by the faculty, by the deans, by the administrative officers on a college or university campus.

I apologize if I have spent too much time on budgets, but I do believe that perhaps these remarks will serve to illustrate again this working partnership relationship, this interdependence of all administrative officers who really profess to serve higher education.

You, Mr. Dean, Mr. Director, have a definite responsibility to evaluate your services in the light of the needs of the total institution of which you are a part, to make such budgetary requests as are consistent with the approved program of your institution, to recognize limitations of funds within any given period of time, and thus positively assist the controller as he provides the mechanics of balancing the budget.

There are two or three areas of activity in which the administrator of student personnel, and the controller probably cooperate on almost a daily basis. These, of course, include such things as student aid programs, the financing of student activities, problems related to student housing, or the operation of student housing, union buildings, if you please. Student aid programs involve work programs, scholarships, student loans and so forth. If the dean assists students in finding part time employment on the campus, the dean and the controller must obviously cooperate and must have an understanding with respect to rates of pay for various services and other terms and conditions of employment. If the dean assists students in finding employment off the campus, he must still be familiar with on-campus pay scales and working conditions.

If a dean has the responsibility for recommending or granting scholarships, he must know the details of funds available and the terms under which they may be granted.



The controller must cooperate with the dean, setting up the proper machinery for the payment of scholarships. It may be applied on tuition or other accounts owed to the institution, or of course paid in cash to the recipient of the scholarship.

If the dean has a major responsibility in connection with the granting of student loans, the controller again must cooperate in making the loans available when needed, and also the dean and the controller must cooperate in the collection of such loans.

Financing student activities, financial supervision of student organizations, may readily be regarded as a dual responsibility of the dean and the controller. Training of students, techniques of budget development, training them in the planning of financially sound student activities, assisting students in recognizing the responsibility involved in handling other people's money are really valuable educational experiences of students during the course of their college career. Certainly in this area the dean and the controller can work hand in hand.

There have been differences of opinion from time to time with respect to the responsibility of deans and the responsibility of controllers in the operation of college-owned student housing units and student centers. Frankly, I see no reason whatsoever for such conflicts. If the student housing unit must operate on a self-supporting basis, if it must pay its own way, if it must amortize bonded indebtedness, if it must have black ink rather than red ink on the ledger, quite obviously it is a problem of business management.

However, if we believe in the philosophy of a sum total educational program and that everything must add to the educational experience of the student, then certainly we must also believe that living together as groups in college or university residence halls must add to the educational experience of the student. Since by training and by experience deans of students are eminently qualified to guide and to counsel, how can any conscientious educational business officer fail to seek the cooperation of the dean, if that business officer is really serious about the total student welfare on his particular campus?

Probably no two administrative officers on any college or university campus could do more to increase the effectiveness of their services through greater cooperation than the administrator of student personnel and the controller or business officer, by whatever title he is known. Both officers have duties and responsibilities that touch upon the personal lives of students.

Both must undertake tasks that have a major emotional impact upon students. Both of us.

Now you may throw me out if you wish. We must overcome occasionally our tendency to build empires, to become autocratic or dictatorial and say, "This is mine, that is yours. Don't come across the fence." We must sublimate our desires in favor of our desires for the student and his educational training. It is not a question of your job, or my job, and the building of high fences lest we detract from each other's place in the sun, or each other's prestige. It is rather a question of really joining hands, of tearing down these so-called artificial fences that we have created by setting up these nice boxes and squares of a chart of organization, or by following on an over-zealous basis the codes which specifically describe our duties and our responsibilities. It is a question of recognizing the aims and objectives of the institution, recognizing our role of service, the inter-dependence, if you please, of the brick and the mortar that support not a governing board or a president at the top, but rather an educational program at the top.

It is the recognition of our part in the training of the youth of today for productive citizenship tomorrow. Thank you very much. (Applause)

CHAIRMAN DU SHANE: Ray, I am going to add one name to the list of business managers I have known and respected; and I am sure that all of us can take note that the high opinion in which we regard your institution from addresses before us by President Hovde, Dean Hackama, Bob Stewart, and the friendships in this organization with the great Dean Coulter, George Davis, and Don Mallett has been further confirmed tonight.

There will be Group sessions now, starting immediately, for one hour. At the conclusion a brief recapitulation session will be held for those Group Conferences.

This session is adjourned.

... The Conference recessed at eight-thirty o'clock ...

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## TUESDAY EVENING SESSION

April 7, 1953

The Seventh General Session convened at nine-forty o'clock, Junior Dean William S. Guthrie, Ohio State University, presiding.

CHAIRMAN GUTHRIE: I would like to call this eager-beaver group together. In case some of the rest of you have not noticed it, we have had a busy day. Those who are attending tonight are either entitled, in this 15th session of the day, to overtime pay or a gold star, whichever you would like to receive at the door as you leave.

I heard an introduction of Walter Jewell, who is a disciplinary officer at the University of Minnesota, in which it was said that his father was a dean of students, his mother a dean of men, and his grandfather a business manager; at which point the man who was sitting next to me said, "How integrated can you get?" (Laughter)

Well, I guess we are talking about integration and the relationships of ourselves with our fellow officers on the campuses, and tonight it is the business manager, the financial office. Without further ado we will call on the reporters to make brief reports to us.

For Group I, Dean George K. Brown, of St. Lawrence University, will report.

DEAN GEORGE K. BROWN (St. Lawrence University, Group I, Conference No. III): Gentlemen, I am reporting for Dean Calvert, and then in place of Dean Gwin of Beloit, so that I am a double pinchhitter here tonight.

The group of smaller institutions made six essential points in the one hour of time assigned to us for discussion here. I am quite sure you will understand that our time was somewhat hurried since this is a very important relationship, and it perhaps is more important and is a closer relationship in smaller institutions than in many of the larger ones. But in gathering our information together, these six points became apparent:

First of all, in the small institutions there is a quiet, harmonious, cooperative relationship with the controller of the institution.

Secondly, in the majority of institutions, the

controller enters into discussions of, and makes suggestions for, academic and extra-curricular policies, and to a degree becomes a member of the academic staff in that respect.

One of the problems that took a good deal of time in discussing was a third point which we did not exhaust by any means, and that is the controller and the controller's office in its counseling or contacts with students. Some of our representatives felt that there was poor counseling on the part of the controller. The feeling generally was that it was employees of the controller's office who caused some poor feeling, or who caused some poor public relations or personal relations on the part of poor dealing with students in financial matters.

The fourth point we brought out was that the deans generally in these smaller institutions do aid the controller in the collecting of fees and other college bills.

Fifth, many of the institutions had set up emergency funds of one form or another so that they might aid in helping the controller collect some of these bills.

The sixth point which we felt was somewhat important and was very definite, and I am sure it not only occurs in the smaller institutions but most likely occurs in the larger ones, and that is with regard to the use of loan funds. We agreed that many students are not interested in the use of the available loan funds, but rather are interested in getting scholarship aid which they do not have to repay.

Thank you.

CHAIRMAN GUTHRIE: Thank you, Dean Brown. We are moving not only numerically down the line to Group II, but we are moving west, as you read your program. Dean Jay B. MacGregor of the University of Omaha, Group 2.

DEAN MAC GREGOR (Group II, Conference NO. III): I should like to repeat what the gentleman this afternoon said about the way in which neophytes are made to feel at home in this organization, and express my own personal gratification over finding that situation.

Dean Durgin, who was our recorder, had another engagement so he asked me to do this job.

We found ourselves in such close agreement with Mr. Kettler's position that I think I will confine the report of our



Group to several practical suggestions which may be made for improving relations with the chief financial officer or the controller.

First, make him your friend, and there were some quite practical notions put forth about this. I thought one very good one is to borrow his own personal copy of College and University Business Management, rather than subscribing to it yourself, and then reading what he has underlined. (Laughter)

Dean Fletcher from Virginia, who took the place of Dean Leith who could not be here, made the contribution that -- since Fletcher looks like a Man of Distinction, I suspect he can get away with this -- you drink a cocktail too with him and that might help.

The second suggestion was that he should be put on committees, especially the personnel committee; that it might not be a bad idea also to have him on the educational policies committee because very frequently business managers, or controllers, are not too sensitive to overall policies, and they sometimes exercise a due proportion of control in the determination of policies.

A third suggestion was that personnel deans, in the process of their education, should always remember to take some work in the field of college business administration, for two purposes: One, to sensitize themselves to these problems; and second, to have some competence with respect to handling these problems when they run across them on the actual job. It will provide that understanding of the other man's problems which is so vitally essential to good human relations.

CHAIRMAN GUTHRIE: The next report will be given by Dean Dan Poling of Oregon State College. And at this time, I will take Dean Dan Poling's seat, since we are still short of chairs. (Laughter)

DEAN DAN W. POLING (Group III, Conference No. III): First of all, we had a very congenial meeting. It was rather difficult to transcribe the various ideas that were suggested.

There was general agreement, however, that much needs to be done in order to improve the relations between the controller and student personnel officers. One suggestion given was that whenever possible the controller should be brought in in conferences or committees so that he can appreciate the point of view and the problems of those of us who are engaged in student personnel work..

Our discussion centered primarily around three major areas in which there is relationship between the controller, oftentimes, and the student affairs worker. One, a great deal of discussion was given to the area concerned with the student Union program. In some cases, we learned that controllers historically, from the beginning of the student Union program, were given the responsibility for the operation and management of that. In other cases it is directly under the supervision of the director of student affairs. It was felt in that area perhaps there is some work yet to be done.

Second, was in the operation and management of dormitories, where in some institutions represented in our group apparently there had been conflict which necessarily resulted in some irritation.

Third, was the area concerned with the management of the physical plant of the institution. We had several suggestions given: that repairs and maintenance of those physical facilities are, after all, the concern of student personnel workers, could very well be carried on a separate budget, which would be the responsibility of the superintendent of the physical plant or building and grounds, whatever it might be.

In these three areas, probably, there is more opportunity for friction, if friction might exist, between the controller and those engaged in personnel work.

There was also general agreement that one thing that might help would be to give to business managers, generally, academic rank. Several institutions indicated that that actually was the case and that because of that, business managers or controllers had a better appreciation of the work of the student personnel program.

CHAIRMAN GUTHRIE: We have almost reached the limit of our trip west. Glen Nygreen, the next reporter, is from the University of Washington in Seattle. We will come back after that.

DEAN GLEN T. NYGREEN (Group IV, Conference No. III; University of Washington): Thank you, Bill.

Group IV had the good pleasure of having Mr. Kettler come in and share with us our hour's session. The result was, of course, that we directed most of our thinking at him, and he reflected it back to us.



Like the last two groups, we got interested first of all in communications. We came to the conclusion, or pointed out this one point: That it was important for personnel people to remember that the controller and the men who comprise his staff obtain their attitudes and their manner of expression of them from the daily experiences which they undergo. If we wish to understand them, we have to think in terms of the kind of things which come across their desk, and the way in which they are expressed to them.

We talked about the problem of communication between students and the business staff; faced the problem which business people have of putting business items in terms students can understand, and agreed that the controller should talk more to students than he typically does.

Hurford Stone at the University of California had a very excellent specific thing to relate in terms of the representation of the business manager on the Chancellor's Council, a group of five administrators, five deans, and five students, who meet on the call of the Chancellor weekly. Some of you may like to talk to him about that.

Several specific things were discussed at length. Some concern was expressed about internal auditors, who come in without warning to the personnel dean, and who must first be oriented for an hour to see the dean's point of view before he can give them the information they want.

Mr. Kettler pointed out that these internal auditors operate necessarily in the same way an external auditor does, and that he is saving a great deal of money and time in the total university work by operating in this way. The person who brought this up said that no one had stopped to point this out to him before, which made us all very much aware that we need to know some of the reasons behind particular procedures business managers follow.

There was a good deal of objection to the amount of paper work -- \$10.00 worth of paper work to save a nickel. It was pointed out that this was multiplied by the element of trust involved in handling trust funds and public moneys, and that this needs to be constantly in front of us.

We agreed that the task of the controller is to implement the decisions of others. Further carrying out the point Mr. Kettler made in his speech, we agreed that the budget was not an instrument of control.

We agreed that the peculiarly comprehensive, or university-wide point of view which a controller possesses by virtue of his work is of importance to the personnel people.

At the close of our session, Mr. Kettler asked one very provocative question. He said, "Are you willing to ask the controller or business manager for information, or are you afraid that if you ask it you are risking some of your autonomy? You have to answer that," he said.

CHAIRMAN GUTHRIE: The report of Group V will be made by Dean Farrisee of Clarkson College of Technology.

DEAN W. J. FARRISEE (Group V, Conference No. III; Clarkson College of Technology): This morning Joe Guthridge of V.P.I. made some reference to the effect that we deans and personnel administrators who have contact with the engineering faculty and deans are dealing with a sort of peculiar person, all wrapped up in research and so forth and so on. I am beginning to believe that our association with those people is affecting us so that we are becoming a little peculiar and queer because this evening my group, which is a rather small group incidentally, immediately voted to devote about ten minutes to the topic which the speaker so ably discussed this evening, and the rest of the time to something else.

Apparently all is well on the campuses of the institutions represented in our group in so far as relations between the deans are concerned and the controllers, or business managers, for we went on record as having full confidence in them, and apparently congenial atmospheres exist on these various campuses.

That concluded our discussion in so far as the controller question and relations with deans was concerned.

We then devoted the rest of the time, and the group is still meeting, incidentally, to listening to Dr. John Weir, Research Psychologist, from California Tech, who described some of the testing work which he was carrying on at California Tech, and in which apparently we representatives are interested, at least in certain areas.

I am not going to take too much time to describe these tests, other than to mention the possible areas in which we as a group might work together in comparing our freshmen, the progress of our students up through the Junior year, and something in conjunction with the attrition which of course engineering schools, I think, particularly are vitally interested in.



The first area, or possibly I should say "study", that Dr. Weir mentioned is in the use of college board tests. Apparently out there at Cal Tech now they have devised a scheme and the correlation is excellent, I might say, whereby they can predict the grade point average of their freshmen from studies of the college board tests. He has not explained to us yet -- maybe he is doing that now -- just how that is done, but it was remarkable to see the records of these students, with the predicted grade point averages before they entered, understand, and the actual grade point results at the end of the freshman year.

Then he described another sophomore test, whereby they seemed to be able to measure the sociological development of their students, and of course that is very important to deans and student personnel administrators.

Then the third one, as I think I mentioned before, was in conjunction with student attrition. Apparently there is a deep interest on the part of my group because they are still meeting there, and probably will carry on for an hour or more.

We are considering setting up a similar project on the various campuses represented, if it is possible and the financial burden is not too great.

I think you will agree we did act a little peculiarly, and as I said possibly it is due to our association with peculiar people. (Laughter) Thank you.

CHAIRMAN GUTHRIE: I wonder what your pleasure is at this point? Do you have questions, or remarks? If not, like Don Gardner, having waited a reasonable length of time, which I have already done, I will close with a little speech I would like to make myself.

I might say I am the speaker you have been waiting for, the last one, and I have just three points. The first one is to thank these people who have made the reports to you tonight at this meeting. The second point which I want to make is that I have been asked to say, by your able Secretary, that rosters of those in attendance here are available at the outside desk. And the third thing I would like to say is that I wish you all a good good evening. (Applause)

... The conference recessed at ten o'clock ...

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## WEDNESDAY MORNING SESSION

April 8, 1953

The Conference reconvened at nine-five o'clock, President Spathelf presiding.

PRESIDENT SPATHELF: The Eighth General Session will come to order.

In our programs there have been listed a number of committees and I want to say to you that every single one of these committees has done an unusual job in carrying out their responsibilities most conscientiously. There are two committees, however, that I want to especially identify because they are the kind of committees that carry a great deal of responsibility and we are apt to just take them for granted as part of the scenery.

There is a committee at the long green table out here that has been working day in and day out, long hours of the day. It operates under the rather innocuous title of Registration Committee. Certainly this group has done a tremendous piece of work. They are Dean Lyle Willhite, Chairman, Dean Burts, Dean Gardiner, Mr. Hansford, Dean Ostafin, Dean Saddlemire, Dean Stielstra and Bennie Zinn. This group, as I say, have been out here day and night, doing a splendid job handling the largest registration that we have had, and very carefully taking care of the detail. I am sure that you appreciate that things are in very good shape all along that line.

There is another committee here that has been working very earnestly, and that is the Committee on Public Relations. This is the first time that we have had this committee in our committee structure. They are Assistant Dean Ellwood Voller, Chairman, Dean Robert Bates, Dean Ernest Hanson, Mr. Broderick Johnson and Dean Otis McBride. They have been doing a top job of getting the information together and getting it in the right places. I think we have had better press coverage on all phases of our program than we have had before. Materials have been in the local papers and on the wire services, and there are yet features to come which will appear in papers after this convention departs, but it is a part and parcel of the entire program of interpretation of the work of this Association, and they have done a top job. I think we ought to recognize them for this fine work.

This morning we will come again to an important working relationship in our Association, and that is the committee structure which has been working with other groups, professionally,



wherein cooperatively we have been addressing ourselves to the solution of some problems which are important. I think in addition to the specific task which these committees have undertaken they have also made another basic contribution and that is strengthening the professional and working relationships of this organization, and I think this should not be underestimated.

You have had before you the mimeographed statement of the Joint Committee working with the A.A.C.R.A.O., and Dean Bill Guthrie has done an unusually fine job in working with these other institutions on a very complex problem as you will note when the report goes forward.

Certainly there are divergent opinions in this area, and in some instances strong feeling, and the very fact that we were able to participate, come through with this kind of a product, I think is an achievement in itself. But to tell you about it, Bill Guthrie.

DEAN GUTHRIE (Liaison Committee with A.A.C.R.A.O): Mr. President, there is a general feeling I think that a good bit of progress has been made in our concepts and practices in the handling of student disciplinary cases. But that is a larger problem than this committee had assigned to it, and we were concerned instead only about what is recorded and retained in student records in connection with the handling of the student disciplinary cases. Many of you who have participated in the work of this committee, as respondents to questionnaires, or in your informal conversations with any of the members of the committee, as I say, have found that we are limiting our attention to the matter of records and recording and retention. And there is a larger problem which all of us have an interest in.

Fortunately, this was a project developed in the beginning as a joint effort with ACPA, with NADW and with AACRAO. I do not think it could have gone forward in any other way effectively, and we have had a very pleasant relationship, I might say, throughout the organizations. The committee for NASPA, incidentally, is made up of Dean Walter of the University of Michigan, Dean M. D. Helser of Iowa State College, Dean O. T. Richardson of Ball State Teachers College, and Dr. Robert S. Waldrop of Veterans Administration, and I also think of Michigan, Vanderbilt. I think it is more accurately the prescription. Bob dropped out of the active participation in it because of his new duties, but we were delighted to have the committee people, plus the executive committee of NASPA, plus a good 30 or 40 of you who were respondents on several occasions, all a part of our total committee to study here for NASPA.

I might say incidentally that we had cross-representation from other committees. Lyle Croft was a member, for example of ACPA's committee in this joint setup.

I will skip over details, but I thought you would be interested in the way we went at the consideration of the problem. With a number of people on each of the four committees for the four organizations, it was necessary to have some coordination through the four chairmen, and the meetings by and large were attended only by the four chairmen, so that we depended upon correspondence and secretaries to take care of our business back and forth between the committees and within the committees.

There were a couple of drafts of a statement which you have found at the tables in final form for presentation today, and at each point this was circulated throughout these total committees, and through many of you as executive committee members and as correspondents throughout the time of the study. I think you will be interested in knowing that in its present form then, after all these routines have been handled, it has gone to the National meetings of NADW last week in Chicago, at which time it had a formal hearing before all the membership and was approved in its present form. It went also to ACPA, as many of you who attended know, in a hearing, but was acted upon by the Executive Council of ACPA, as this is ACPA procedure, and was enthusiastically approved in that form as presented. ACPA executive council, I might add also, expressed an interest in the broader problems of handling student disciplinary cases and is making some inquiry about a follow-up study which might be made outside of the recording area, and beyond into these principles and practices of handling of student disciplinary cases.

The report then was brought to the executive committee of NASPA at its first meeting this week, at which time the committee report was endorsed and forwarded then to this meeting for presentation and for your consideration.

I am sure I am correct in thinking that this is an intelligent group which has read the report and understood it. However, I think I would like to do a little summarizing at this point, since the written report will be in the record. In fact, if you would be willing to let me do it, just let me pick out the points which I think are the essence of this report, and the basis on which you might want to consider it, or proceed.

The first section tries to get at some terms. It would be important, it would seem to me, to remember that as this report covers it there are three basic records. The first is a



primary file which is the most confidential of the files, and in which the basic information about the disciplinary case is kept. It is important it seems to me that the record is kept and that it is kept in an accessible place, and surrounded with a degree of confidence so that the appropriate people would have access to it at appropriate times.

The second basic record is the official educational record, whatever you call it, the folder, the student record. It is an extra record beyond this primary file. It is accessible to more people. It has less material included within it, and it is surrounded, you might say, by a little less confidential nature than this first, or primary record file.

The third is the transcript. The transcript, as you are all familiar, is the part of the record which goes off campus into other hands, and as such is the least confidential of the three of which I speak and is the least complete, in a sense then, with respect to student disciplinary records.

Then there is a section which deals with the primary disciplinary file, as the first of these three items. It goes on to insist that such records be kept, that it shall be retained and accessible, that it is not automatically sent as information to other schools or released automatically to government investigating agencies, that it is released upon request to other schools, that the information from the primary file is given in such a way that it protects the rights of the institution, but also given in such a way that it protects the rights of the individual. Throughout the report, it seems to me, decisions had to be made in terms of the protection of these rights on both sides, those of the institution and those of the individual.

There is an extra sentence or two to indicate that prospective employers are probably not interested in the details, and not entitled to the details from the primary disciplinary file, and where information is released under any circumstances to employers from the primary file, it would be certainly with the welfare of the student first in mind.

The second part of the record then is the official educational record. It is indicated that it should contain all entries of disciplinary actions which suspend or dismiss the student or restricts, limits, or conditions the student's eligibility to return or re-register in the college. In such cases it should indicate clearly that the action taken was disciplinary, in contrast with academic dismissal. The record should also indicate clearly the time restrictions, if any, imposed on

eligibility to return.

So there is an indication first of all that these current entries that have to do with the student's eligibility to continue or to return to college are definitely a part automatically of this official educational record.

The second point, it seems to me, is the important one, the disciplinary actions other than such entries which affect eligibility to return should be recorded only when recommended by the person or agency having discretionary authority over such decisions, and that the record should not indicate the record of the behavior which occasioned disciplinary action. The point is that what is in the first or the primary file is not automatically carried in every case with an entry to the official educational record. Discretion is involved on the part of the proper authorities as to whether an entry is carried in the primary file over into the official educational record.

There is an item that except in the case of error, no entry on the physical record should be physically removed.

As to the transcript or the third file record, the transcript is an unabridged and certified copy of the educational record, with respect to all its references to academic performance. It is recognized however that there may be on the official educational record entries of disciplinary actions which need not be entered on the transcript. The important point it seems to me here is that in this three-stage record there is information, there are entries, and detailed information in the first which may not be carried over, so there is a discretionary judgment involved which may not be carried over with an entry on to the official record, and that beyond that there may be entries on the official educational record with respect to disciplinary actions taken which, by discretion, need not be made a part of the official transcript which goes out off campus.

There is a protective clause it seems to me to respect the rights of the institution, however, which indicate that automatically every entry which is an indication of current dismissal or suspension, every such entry should appear not only on the official educational record (the second record) but it would insist that it also be carried on the transcript.

Entries of disciplinary actions taken and not currently in effect, and those currently in effect but not involving suspension or dismissal, as explained above, become a part of the transcript only when authorized by the office originating the original action.



The importance there it seems to me is that there is a discretionary factor there which can be exercised to decide when some of these non-current actions may appear on the official record, but may not be carried over to the official transcript.

The transcript is sent, issued or released only upon the student's request or permission, except that such permission is not required where other educational institutions and government agencies request transcripts for official purposes. Again, as respects employer's requests, registrars reports upon employer's inquiry blanks are recognized as separate and distinct from official transcripts, not necessarily following transcript specifications, but always subject to the same limitations as to confidence.

Good faith and fair play respecting the student, the institution and the employer are governing factors in the preparation of the employer blanks.

Last, there is a statement which has to do with some standardizing of terminology. I might just pick out the one which is the point at which we begin, the use of the phrase, "honorable dismissal." In the minds of many of us, including the registrars I might say, it has long since fulfilled its usefulness, if it had usefulness, because the confusion that surrounds the word dismissal, in "honorable dismissal", it seems to me should be clarified at this time.

Fortunately, there has been leadership in all four organizations to help in this direction. I am particularly glad that there was a simultaneous and instantaneous interest expressed on the part of the registrars themselves. Incidentally, their national Vice President, Dr. Ronald Thompson is here with us today as a resource person and observer. I am proud to say he is a colleague of mine, a very able person on our campus at Ohio State. Dr. Thompson, will you stand for us, so that we know you are here? (Applause as he arose)

Dr. Thompson is on his way soon to the Registrars' meetings in Minneapolis.

As I say, that is in addition to this joint effort in which the registrars have joined through their representative registrar, Representative McWhinnie of the University of Wyoming. They have also had an interest in their own organization preceding this which would get after their own terminology questions. One that has plagued us is the term "honorable dismissal" to mean good standing. So it precedes the phrase "good standing," to

mean eligibility to continue, to return or to transfer elsewhere, implying good academic standing and good citizenship as well. It recommends that such terms as "honorable dismissal," "honorable withdrawal," "voluntary withdrawal," "clear record," and so forth be abandoned on local institutions where possible, in favor of a new common terminology which would use this "good standing."

A second suggestion is that "dismissal," "suspension," and "probation" words be used as common terminology and that they be preceded by academic dismissal, to designate the appropriate type, or disciplinary dismissal to indicate another type. The word "dismissal" is hoped to be used in common use rather than such other words as disqualification, expulsion, involuntary withdrawal and a half dozen others that are in use elsewhere.

I think I have not done violence to the report in the summary that I have made of it. I think I would like to say last of all this: We have not found wide divergences of opinion among the four organizations nor among the members of the respective committees, which I suppose in a way may have been a surprise to some of us -- I am not sure.

We tried to sample the opinion of the members of the four organizations through a questionnaire, as some of you know who are here today. We mailed to a 20 per cent sampling of each of the organizations, and we received, as you would expect, about a half return which gave us, in the end, a 10 per cent sampling from the four separate organizations. I think you would have been pleased and maybe surprised, as I say, to find that we thought very much the same way in the four organizations about these particular questions which were involved.

The questionnaire was very useful to us, I should say in thanking those of you who responded, because it gave us a chance to say in the end, as I can say to you now, that in preparing this final draft statement, we did not do violence to the majority opinion of the members of the four organizations that were polled.

It is true that there are some things that some of you wanted said in this which we did not say; in this case we could not find common agreement in the four organizations. The same thing is true among some of the registrars, that they would like to have had us say certain things here which did not suit all of the members of the other organizations.

Incidentally, the differences of opinions were not by organization against organization, as we found it, so much as differences of opinion within organizations. So I did not mean to



imply it as an organizational difference at all.

I should say in closing that this report honestly represents a point of view in which the majority of each of the groups polled found an expression of opinion in which they could join. So it is not controversial except as members within organizations would find individual items which they would personally not completely agree with. On the other hand, this is not in a washed-down form, so that it is ineffective in its present form, as I see it. It seems to me it goes a long way to state some things about the practice in recording and retention of records, which bring the recording and the retention and the entry problem up to the level of performance of the practice today in the handling of disciplinary cases. In other words, I think the progress that has been made in our concepts and practices in handling disciplinary cases in a way is matched now in the recording and retention if this type of thing is acceptable to the four organizations.

I might say that in referring to recording and retention, I am by no means thinking that it is entirely the registrar's responsibility; quite to the contrary, changes in practice and recording and retention will have to be initiated by the four officers representing these organizations, or the dozen officers representing these organizations on the local campus. So this whole thing has been presented as a sort of guide for local campuses, which is not a directive, but a guide for local campuses so that if adopted by the four organizations, and if taken back to the individual campuses, the dozen people on a campus who are concerned jointly with this recording problem can meet together and find out how much of it is applicable to your own campus and adopt whatever is there that would be useful to you, to bring a common practice over the country more in line with the concepts and practices we have in the handling of discipline problems generally.

This ends with a recommendation that it be presented to the group for consideration and possible adoption, and that if adopted, that it be given wide circulation in the appropriate ways, through the Proceedings, as recorded, on your own campuses as you find ways to see to it that it is brought to the attention of the appropriate people. And it will only be useful, if adopted, if you do take it back to your campuses and make some use of it.

Following is the report, as written.

JOINT COMMITTEE OF AACRAO - ACPA - NADW - NASPA  
ON THE RECORDING AND REPORTING OF STUDENT  
DISCIPLINARY RECORDS

Letter of Transmittal

March 19, 1953

To: President Emma E. Deters, American Association of  
Collegiate Registrars and Admissions Officers  
President Ernest H. Hopkins, American College  
Personnel Association  
President Ruth O. McCarn, National Association of  
Deans of Women  
President Victor F. Spathelf, National Association  
of Student Personnel Administrators

The respective committees of these four organizations submit herewith a report for presentation to their 1953 annual meetings as contemplated in the plan which the associations instituted about a year ago. Recognizing a long time concern over widely varying practices used in recording and reporting of student disciplinary records, the four national groups agreed to join in a cooperative study of these general problems. Four separate committees were appointed with coordination effected in a Joint Committee made up of the four organizational chairmen.

After a series of meetings, the Joint Committee distributed a questionnaire in December 1952, the results of which in tabulated form have been forwarded under separate cover to the four Presidents. The 375 returns represented approximately ten per cent of the organizations' total memberships. The responses were requested as professional judgments rather than as reports of local practices. The enclosed report is based on these opinions. Thus a majority of the respondents appear to concur in their judgments with what is proposed here as "A Guide to Good Practice in the Recording and Reporting of Student Disciplinary Records."

The Committees submit this report as a guide rather than a directive to officers of institutions. The adoption of the report by the several organizations would signify organizational endorsement with the hope that it will find acceptance as a manual of good practice for adoption and use in individual colleges and universities.

Recommendation C (5), regarding transcripts, includes references to academic as well as conduct disciplinary actions, the academic having been added because of the inescapable relation between the two. It is recognized that if the four groups



agree on accepting this report, AACRAO may wish to consider re-statement of certain items in the "Adequate Transcript Guide" which would be affected thereby.

At this point the Committees consider this assignment completed. They emphasize, however, that the problems centering around the recording and reporting of disciplinary actions are a responsibility of the four national organizations which should claim continuing attention of the groups and of their constituent members.

Respectfully submitted by  
The Joint Committee

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American Association of Collegiate Registrars and Admissions  
Officers Committee

R. E. McWhinnie, University of Wyoming, Chairman  
Mrs. Ethelyn Toner, University of Washington  
William H. Bell, Utah State Agricultural College  
Roy M. Carson, Colorado State College of Education  
Charles W. Edwards, Alabama Polytechnic Institute  
James A. Gannett, University of Maine  
Miss Matsye Gantt, Southern State College  
Mrs. Gretchen M. Happ, The Principia  
Miss Katherine E. Hilliker, Boston University  
James K. Hitt, University of Kansas  
Howard B. Shontz, University of California

American College Personnel Association Committee

Wilson Thiede, University of Wisconsin, Chairman  
Donald W. Bailey, Sacramento State College  
Lysle W. Croft, University of Kentucky  
William S. Guthrie, Ohio State University  
Martin L. Harvey, Southern University  
Lawrence Riggs, DePauw University  
Walter Jewell, University of Minnesota

National Association of Deans of Women Committee

Margaret Ruth Smith, Wayne University, Chairman  
R. Florence Brinkley, Duke University  
Evelyn Gardner, Grinnell College  
Anna L. Keaton, Illinois State Normal University  
Hazel M. Lewis, Carleton College

National Association of Student Personnel Administrators  
Committee

William S. Guthrie, Ohio State University, Chairman  
O. T. Richardson, Washington University  
M. D. Helser, Iowa State College  
Erich A. Walter, University of Michigan

A GUIDE TO GOOD PRACTICE IN  
THE RECORDING AND REPORTING OF STUDENT DISCIPLINARY RECORDS

A Joint Recommendation of AACRAO - ACPA - NADW - NASPA

There are two sets of fundamental responsibilities and rights in the handling of student disciplinary problems, those of the student and those of an institution, which need to be protected in such a way that both are permitted to achieve the normal and reasonable objectives that are legitimate outcomes of the educational enterprise. These responsibilities and rights carry the obligation to record and report such information as is considered necessary to protect both of these rights.

The working definitions of terms used in this Guide, are as follows:

The disciplinary problems include any conduct or behavior, aside from unsatisfactory academic achievement, which goes before any administrative officer or any staff or student agency, responsible for handling, recording, or reporting student discipline or welfare.

Disciplinary actions, including counseling and penalties are actions taken by these officers or agencies after consideration of the disciplinary problem.

The primary disciplinary file is that which describes the circumstances and the action taken by the duly constituted officer(s) or groups. This file comprises the complete record of the problem and its solution. It is a confidential file more so than the official educational record, which in turn is more confidential than the transcript.

The official disciplinary entry is that appearing on the student's official educational record.



The official educational record is that card, sheet, folder, or other all inclusive abstract of academic achievement maintained in the office of the registrar or other comparable official. Supplementary materials supporting the record are not considered a part of the record as referred to in this guide.

The transcript is an unabridged and certified copy of the educational record. It includes disciplinary entries prescribed by rules and policies of the issuing institution with which this guide is primarily concerned.

#### A. The Primary Disciplinary File

(1) Good personnel practice requires complete and carefully prepared records in the primary disciplinary file.

(2) The primary disciplinary file should be retained indefinitely preferably in the office initiating the action or an appropriate place on the campus accessible to those exercising discretionary judgment regarding the case.

(3) The primary disciplinary file is confidential to the degree that such information regarding the student is not sent to another college or university unless it is requested by an appropriate officer. This information should then be given in such a way that it may be used for the guidance and welfare of both the individual and the institution. Information may be sent to another institution under these conditions, without securing the student's permission to release the material.

(4) This primary disciplinary file should be handled in the same manner for federal and other governmental investigating agencies as for colleges and universities in (3) above.

(5) In determining the release of information from the primary disciplinary file to prospective employers the welfare of the student is the first consideration, obligations to prospective employers being secondary.

#### B. The Official Educational Record

(1) The record should contain all entries of disciplinary actions which suspend or dismiss the student or restrict, limit, or condition the student's eligibility to return or re-register in the College. In such cases it should indicate clearly that the action taken was disciplinary (in contrast with academic dismissal and suspension). The record should also indicate clearly the time restrictions, if any, imposed on eligibility to return.

(2) Disciplinary actions other than such entries which affect eligibility to return should be recorded only when recommended by the person or agency having discretionary authority for such decisions.

(3) The record should not indicate the nature of the behavior which occasioned disciplinary action.

(4) Except in the case of error or injustice, no entry on the official record should be physically removed.

### C. The Transcript

(1) The transcript is an unabridged and certified copy of the educational record with respect to all its references to academic performance. It is recognized, however, that there may be, on the official educational record, entries of disciplinary actions which need not be included on the transcript.

(2) Entries on the official educational record showing currently effective disciplinary actions which suspend or dismiss the student or restrict, limit, or condition the student's eligibility to return or reregister in the college, automatically become a part of the transcript.

(3) Entries of disciplinary actions taken and not currently in effect, and those currently in effect but not involving suspension or dismissal as explained in item (2) above, become a part of the transcript only when authorized by the office initiating the original action. At the time a transcript is requested, in case the initiating officers are not available the Registrar shall use the same discretionary judgment to withhold or include such entries. In all such cases of discretionary review, decisions should represent combined judgments rather than individual decisions. In fact wherever discretionary judgments are required, it is hoped that well developed disciplinary procedures provide opportunities for combined judgments in preference to individual judgments.

(4) The transcript is sent, issued, or released only upon the student's request or with his permission except that such permission is not required where other educational institutions and governmental agencies request transcripts for official purposes.

(5) Registrars' reports upon employers' inquiry blanks are recognized as separate and distinct from official transcripts, not necessarily following transcript specifications, but subject



to the same limitations. Good faith and fair play respecting the student, the institution and the employer are governing factors in the preparation of these blanks.

(6) In order to assist in standardizing terminology for transcript purposes, the following terms are proposed for adoption and common use:

- (a) Good standing. This signifies that the student is eligible to continue, to return, or to transfer elsewhere. It implies good academic standing as well as good citizenship. Terms to be replaced which have had the same meaning, some of which are charged with ambiguity, are "honorable dismissal," "honorable withdrawal," "withdrawn," "voluntary withdrawal," "eligible to return," "clear record," etc.
- (b) Dismissal, suspension, and probation status when signifying low standing with unsatisfactory grades should be labeled as "Academic"; e. g., Academic Dismissal.

When the same status is the result of conduct disciplinary action taken, the status should be so labeled as Disciplinary Dismissal.

- (c) Definitions of terms used in (b) are as follows:

Dismissal. Involuntary separation of the student from the college is implied by the term dismissal. It may not be a permanent separation but neither is a definite time set when return is expected. Terms having the same meaning which seem less commonly used and which could be replaced by "dismissal" are "involuntary withdrawal," "requested withdrawal," "disqualification," "expelled," or "expulsion."

Suspension. Suspension is also an involuntary separation of the student from the college but it differs from dismissal in that it implies and states a time limit when return will be possible. Thus suspension may extend for one semester or until a specified date, or until a stated condition is met.

Probation. Probation is a middle status between good standing and suspension or dismissal. The student remains enrolled but under stated conditions according to college policies. Probation

covers a stated trial period during which it is determined whether the student is returned to good standing having met the stated requirements or dismissed or suspended at the end of the probation period for failure to meet the stated requirements.

### Recommendation

The Committees request the adoption of this report by each of the Associations and make the following recommendations to put these policies into effective use:

(1) That when adopted, this report be published in the Journals or Proceedings of the respective Associations.

(2) That the members of the several organizations encourage the discussion of these policies in their institutions in order to facilitate such use of them as may be appropriate to the particular college or university.

PRESIDENT SPATHELF: Thank you very much, Bill. I think we owe a debt of gratitude to Bill Guthrie, Helser, Richardson, Waldrop and Walter for this very fine report.

Now again, in order that we do not lose continuity of this thing and commit mayhem a little bit with parliamentary procedure, we can have a discussion at this point to clear up any questions which are in your minds as Bill has just completed this discussion.

DEAN THEODORE W. ZILLMAN (Dean of Men, University of Wisconsin): Vic, I would like to ask Bill this question. Under No. 5 he says that in determining the release of information from the primary disciplinary file to a prospective employer, the welfare of the student is the first consideration. Did you make no attempt to classify types of prospective employers?

I am thinking, for example, that there are certain types of employers whom we might feel rather morally bound more to the employer than to the student of ours. A specific case is the boy who has been suspended for homosexuality, for example, and then somebody writes in and wants to know what kind of a member of his school system he is going to make.

DEAN GUTHRIE: I think your case is one which would illustrate this very well. It seems to me if you have a record of a homosexual, and if he is being considered for a teaching job or



some other kind of a job where that kind of a past habit will affect his effectiveness as a teacher, then it seems to me it is in his own interest, as it says here, that you contribute some information along that line to the employer if in your judgment that should be done. I think that is the kind of a case where, in his own best interests, you would probably want something said to the employer.

DEAN ZILMAN: That is usually giving him the "kiss of death" of course in a situation like that.

DEAN GUTHRIE: I think that is the decision you have to make in answering an employer's question.

DEAN MATTHEWS: I read this rather hastily, but do I understand that in the matter of sending a transcript to another institution or to the armed services, do you recommend the sending of that without referring that fact to the student? We have a practice at our institution of not sending any transcript to an employer, to another school, or to the armed services without the approval of the student. Now did I misunderstand you on that point?

DEAN GUTHRIE: I think there is a difference in practice over the country on that particular point. Some will never release a transcript to anyone without the release from the student himself. The item here that refers to this is on page 3, Item 4, under Transcripts, in which it says:

"The transcript is sent, issued, or released only upon the student's request or with his permission except that such permission is not required where other educational institutions and governmental agencies request transcripts for official purposes."

I think my best answer to you on that is that the majority of the group in each organization felt that this was their best judgment for a guide to the institutions, and that if you have a different practice which you feel is appropriate to your situation, I am sure they would expect you to follow your own conscience and guide on that. This is their recommendation.

DEAN MATTHEWS: I want to raise one other question. I want to point out one other thing -- I do not know how it operates at other institutions.

You refer to the "primary file." It seems to me in some instances there might be a second primary file, particularly

if your faculty by-laws call for you to forward the recommendation of the conduct committee to the president for approval, because in such a report you would have all the details of this incident, which would be approved by the vice president or the president and therefore that would amount to a second primary file. I do not know whether that situation comes up in other institutions, but that happens in some cases.

DEAN GUTHRIE: I think probably the answer would be this: That if there are detailed statements about the case, whether there are carbon copies in the president's office and in the dean of men's office, and in someone else's office, all that we would consider to be the primary file, which is the detailed statement; and we were trying to identify that block of material separate and apart from the official educational record which is the student's permanent record which has only an entry of some sort to refer to this case.

PRESIDENT SPATHELF: Further questions?

DEAN FOY: I think the report is well done, and I think it is an accurate interpretation and representation of the replies that have been given, and yet one point concerns me some, and that is the transcript given by some institutions will have no reference certainly to disciplinary suspensions or dismissal, since that is left up to the discretion of the initiating officer; whereas other institutions when they give a transcript, although the dismissal or suspension is not in effect, it will still be on their record. I have some feeling that it would be better if uniform, if all institutions would have a complete transcript which would say that this student was suspended for disciplinary reasons, and at the end of that term he was readmitted and has done well.

In other words, I think the record would be changed if you black out in the transcript the fact that he had been suspended, but has returned and is now in good standing.

I think that maybe the report should not be held up, but I feel that maybe we should take some action that most of us, as the initiating officers, that we would have that on the record, on the transcript if the student has been suspended and has returned, and then say graduated.

DEAN GUTHRIE: Jim, the way this states it, I think you could not in good conscience omit either from the official educational record nor from the transcript a record of a suspension or dismissal. It would automatically become a part of the educational record. It would automatically become a part of the transcript



and the only place where discretion is permitted is this: that if it is a suspension which is no longer currently in effect -- in other words, let's say a freshman was suspended for a semester for conduct in an examination case and was returned to good standing, finished three more years, and got a degree and got himself to the point where his transcript is clear, and is applying for graduate school. The question is, should you include the record of his suspension and reinstatement on a transcript to the graduate school where he is applying, or could you in good conscience omit that from his record on the basis of the good citizenship he had shown all the time in school after that first offense?

But all suspensions, all dismissals that are currently in effect would become a part of it. You have no choice, by this guide.

DEAN FOSTER E. ALTER (Dean of Men, University of Miami): That is right. He said it cannot be reported.

DEAN GUTHRIE: I think what we were trying to say is this: There are all kinds of processes for preparation of transcripts. If you have an official educational record, and you are making a copy and sealing it or certifying it, in the preparation of it it might be the entry on the suspension which had passed, might be omitted in the preparation of the copy. If you are making a photostat or other reproduction of it, you could mask the entry which had to do with the suspension which is no longer in effect, because of the three years which have passed.

So by whatever process it is, the point is it would be possible to leave off non-current entries from the official educational record in making the transcript.

DEAN RONALD B. THOMPSON (Registrar-Examiner, Ohio State University: Nat. Vice President of AACRAO): There is one question I have, and I would like to have this group express an opinion. When these entries have been made, at whose discretion are they removed?

Normally, I have always tried to follow the policy that he who makes the rule may change it; he who makes it may modify it. Now then, when an entry is made on a permanent record, a transcript, by the president's office, does then the registrar, which in effect becomes the clerk in the registrar's office, have the authority to remove that disciplinary action from the transcript before it goes out, or does it go back through the president's office, back through the dean of men or dean of student

affairs, follow that same route, that the president asks the dean of student affairs, shall this not be removed from the record, and the president tells the registrar to remove it; or how shall that be done, if it is to be removed from the permanent record?

I think it is a very critical problem and one which certainly I would like to have the expression of this group. When you have a disciplinary dismissal on a record, whose responsibility, or whose privilege is it to remove it before sending out that transcript?

PRESIDENT SPATHELF: Bill, do you want to comment on it at this point?

DEAN GUTHRIE: It seems to me your institutional rules would tell you. If the president on your campus puts the action on, the president can take it off, and he alone can do it. Your institutional rules will govern it.

PRESIDENT SPATHELF: I think that is a substantial answer at this point. I think we have to keep this perspective in mind. There is another area here entirely which Bill has referred to. I am not so sure that it falls conveniently into the heading of the consideration of discipline as it does into the broader heading of the institutional philosophy in handling students even more broadly than discipline, that sometime we ought to get at here, and perhaps this is one of the things that the new officer group ought to take up, that is the further study. I am sure it would pick up the discipline phase of it.

It would also pick up the reference to implementation, whatever reference there is current.

I think at this time for the purposes of this discussion, the institutional practice is the determining factor, has to be determined by the president's office on down, and we are really not in a position at this time, as we are with this statement, to make recommendations on what would be a desirable administrative practice along these lines. This, it seems to me, would require a great deal more study.

Jack, do you have a further comment?

DEAN MATTHEWS: I have a comment on this. When the committee on student conduct places the student on disciplinary probation, accompanying that statement should be a statement like this: The notation on the student's transcript is temporary and should be removed automatically at the end of the probationary



period.

In past years many institutions have placed the student on disciplinary probation and then they have not worried about removing it. That little notation, as far as we are concerned, has alleviated this condition that has been referred to here.

I am certainly in agreement with the fact that the group, or the organization, or the committee that places the notation on there is the only one that can remove it.

PRESIDENT SPATHELF: Are there further questions with relationship to the report?

DEAN CLEMENTS: I am wondering about the situation of disciplinary cases where they actually do not come before a committee because in our state institutions it is sometimes difficult to prove some of these things. The individual is eased out of the college in some way -- perhaps conveniently, hopefully and prayerfully and academically, we will say. So it is indicated on the transcript that he is disqualified academically.

I wonder if we could add perhaps a case number, or something of that sort which would let the rest of you know that there is something more than meets the eye on the transcript. Otherwise, I do not know how we can tell you that there is a special case there that has not actually gone through all of the trials and so forth to prove the person guilty.

PRESIDENT SPATHELF: My understanding of this, Bill, is that this has reference to specific action of the institution. This report deals only with that, is that not a fact?

DEAN GUTHRIE: This is the kind that is handled through regular channels which in your institution are in control of disciplinary actions.

PRESIDENT SPATHELF: Again you are touching on the other aspect of the problem, I think, of the institutional philosophy in dealing with students on a broad pattern. There are instances where institutions quite apart from the official record send notes along and say "we have additional personnel information on such and such an individual. We would be glad to send to a qualified counselor," and so forth, but this becomes other than official action at this point.

DEAN GUTHRIE: I think you had another point in it. I think you were talking about a code arrangement. I will tell you

we did not find support in the four organizations for a code. They wanted the words used, "disciplinary dismissal," or "academic dismissal," so you can read that. They did not want the type "A" or type "3" or something else."

PRESIDENT SPATHELF: Any further questions? Well, time is going on. I think you have had a chance to talk this thing through. There is action recommended here. The chair is prepared to receive motions to this effect. There is one recommendation which has a three-fold part, and that is the approval and endorsement of this report. As I understand, it has been done by the other three organizations, or is it two, two of the four. Secondly, that this document be printed in full text in our Proceedings; and thirdly, that we take this document back to our campuses and use it as a point of reference to effect greater uniformity of action in local campuses. What is your pleasure regarding the report and recommendation.

DEAN BEATY: What happens if all the organizations do not approve it? Two have already approved it. Suppose we approved it, and the other organization does not?

DEAN GUTHRIE: I believe the President said the other day the committee might have to live long enough to see what happened.

PRESIDENT SPATHELF: Yes. One of the recommendations came through that this would be a dismissal of this committee at this point, and I said that I thought it was important that the committee continue so that if we do have problems at this point it will come back to the member groups as it should.

DEAN BEATY: I move that the report be approved.

DEAN MC BRIDE: I second the motion.

PRESIDENT SPATHELF: Is there any further discussion?

... The question was called ...

PRESIDENT SPATHELF: All those in favor signify by saying "aye." Contrary. It is carried and so ordered. Thank you very much.

I am going to depart just a bit from the procedure here in the program, and call now for the report of Bob Bishop, Chairman of the Liaison Committee with N.C.C.F.S. Working along with Bob has been Dave Lawrence and Mylin Ross. Bob.



DEAN ROBERT W. BISHOP (Chairman, Liaison Committee with NCCFS): This is a very brief, hurried report, to give you some idea of the work of the NCCFS.

The National Conference on College Fraternities and Societies was organized on October 26, 1941 at a meeting held in Cleveland, Ohio, of representatives of seven national educational and fraternal groups. The National Association of Student Personnel Administrators, <sup>(Deans of Men, Deans of Students, etc.) with the assistance of the NCCFS and other national groups.</sup> under the leadership of Dean Fred H. Turner, Dean Don Gardner, the late Dean Joseph A. Park, and others, was the motivating force behind the movement to form a conference which would 1) provide a clearing house for the mutual approval of national college fraternities and societies by college and administrative officials and leaders of fraternities and societies; 2) which would encourage and assist all worthwhile national groups which include in their programs contributions to the broad educational objectives of the institutions of which they are a part; 3) which would define the various types of college fraternities and societies not identified with its member organizations; 4) and which would publish from time to time a list of the members of the several conferences and associations, with their basic purposes, standards and membership requirements and costs, for distribution to college and university officials and to fraternity and society leaders.

<sup>Current</sup> [Other] sponsoring members of NCCFS include the National Association of Deans of Women, the Association of College Honor Societies, the National Interfraternity Conference, National Panhellenic Conference, the Professional Interfraternity Conference, and the Panhellenic Professional Association. (The PIC is the conference for men's professional groups, and the Panhellenic is for women.) Each organization is represented by three official representatives.

The NCCFS holds annual meetings to hear and discuss reports of significant activities, problems and developments of member groups, and to consider studies and plans for improving the work of all groups.

Much of the value of NCCFS meetings comes from reports, round-table discussions of topics of current and long range interest. At last year's meeting on May 3 and 4, all sponsoring groups were represented by their full quota of representatives. (Deans J. Fenton Dougherty, J. J. Somerville) and R. W. Bishop represented NASPA.

Discussions centered around the following topics:

1. The College and University Outlook for 1952-53 --

including enrollment, the financial situation, and the importance of stressing moral and spiritual values throughout the educational world.

2. The General Fraternity Situation -- such as scholarship records and reports, Greek-Weeks programs, membership costs, faculty and public relations.

3. Current Practices and Developments among Professional Fraternities and Honor Societies -- including standards and methods of election, multiplicity and overlapping of groups, membership costs, and local councils.

4. How to Promote NCCFS Objectives -- among college and university deans and faculty advisers, and with editors of directories of fraternities and societies relative to classification and listing of various groups.

I may say here, that if any of you have observed a number of our fraternity journals and yearbooks of various kinds, that there is a conglomeration in the listing of societies and fraternities, and not by category, which causes a great deal of confusion and misunderstanding, and [this association,] this conference is attempting in a quiet and dignified way to get that thing straightened out the best way it can.

In all these discussions, it was noted that there is an increasing development of fraternities and societies for almost every conceivable subject, field and interest. They frequently use in combination "social," "service," "professional" and "honorary" in their names. Quite a number of them, in the recognition and honorary fields, require for membership only a "C" average and an interest in the subject or service area, and some groups have no recorded membership standards at all. Almost all of these groups function as social, professional and service clubs. This overlapping specialization and generalization and misuse of nomenclature and proper terminology is confusing not only to students and faculty, but also to the general public, to say nothing of editors of campus and general newspapers and magazines. This situation tends to reduce the meaning and value of fraternities and honor societies of worth, and contributes to the leveling-down influences which are apparent today to all of us.

It was also noted in our discussions that an "honorary fraternity" had restricted its members from accepting membership in an honor society when the basic standards and requirements for membership in honor and recognition societies are that election to membership is conferred solely on the basis of demonstrated achievement and merit; that election to membership shall



be irrespective of membership in or affiliation with other fraternities and societies; and that no solicitation or propaganda, such as rushing or social pressure or restraint, shall be used to insure the acceptance or the declination of membership.

In this connection, the NCCFS calls upon faculty advisers and upon deans of men, deans of students, directors of student affairs, deans of women, and administrative officials, where chapters of fraternities and societies are located, to assist in developing, interpreting and maintaining the basic ideals, definitions, membership standards and requirements, procedures and functions of fraternities and societies.

A statement defining college fraternities and societies with their basic purposes, standards and membership requirements during the past year was revised and has been published in a number of educational and fraternal magazines.

✓ The NCCFS has studied the advisability of merging the Conference and the Interfraternity and Research Advisory Council. The IRAC was an outgrowth of the NCCFS with the social and professional fraternity representatives of the NCCFS forming the Council. It should be stated <sup>here</sup> ~~that~~ <sup>perhaps</sup> that the primary function of the NCCFS has to do with the interfraternity, intersociety and educational standards, procedures and relationships, while the IRAC is chiefly concerned with fraternity promotion, publicity, and public relations. When the IRAC was organized it was fully appreciated that the deans associations and the ACHS could not be active members ~~of the Council~~. There has been no change in their position, and, in my opinion, there is no prospect of a change which would lead to a merger of the two groups. As a result of the NCCFS joint committee work in exploring the whole situation, and in view of the suggestion of the chairman of the IRAC that the question be dropped altogether, it has been deemed inadvisable to attempt an amalgamation of the two groups because of the basic differences in purpose and function.

The NCCFS <sup>was</sup> has been elected to associate membership in the American Council on Education. The president has represented the Conference at two meetings of the ACE at no cost to this association or to the Conference.

The 1953 meeting of the NCCFS will be held on May 9 in Attleboro, Massachusetts. The following topics will be on the agenda for discussion:

1. Inter-fraternity-sorority-society relationships.

2. College and university policies and regulations relating to fraternities and societies.
3. Standards and methods of election and induction.
4. Developments and problems in sponsoring organizations.
5. National Student Association -- its purpose, functions, etc., with representative of NSA.
6. Developments in Selective Service and ROTC.
7. College enrollment.
8. Trends in student life.
9. UNESCO -- Preparing for world responsibilities.

The IRAC meeting will be held on the day following the NCCFS meeting, inasmuch as the representatives of the social and professional fraternities are the same as for the NCCFS.

#### NCCFS ISSUES STATEMENT DEFINING COLLEGE FRATERNITIES AND SOCIETIES

The National Conference on College Fraternities and Societies, an organization sponsored by a number of national educational and fraternal groups, recently issued a statement containing definitions of college fraternities and societies for distribution to faculty and administration members and advisers, student leaders and to fraternal officers in general.

The NCCFS statement was issued in answer to numerous requests from colleges and universities for succinct and explicit statements defining honor and recognition societies and social and professional fraternities with their basic purposes, standards and membership requirements. The following excerpts from an informative statement by the NCCFS will be of interest and assistance to all members of Omicron Delta Kappa as well as to college and university faculties and administrative and student leaders.

#### HONOR SOCIETIES

An Honor Society is an association of primarily collegiate members and chapters whose purposes are to encourage and recognize superior scholarship and/or leadership achievement either in broad fields of education or in departmental fields at either undergraduate or graduate levels. Basic standards and



requirements for membership include the following:

1. General honor societies which base membership eligibility primarily upon the attainment of high scholarship in a broad field of study shall elect members from the highest 20 percent of the class in scholarship.
2. General honor societies which base membership eligibility primarily upon all-round leadership attainment in student affairs shall elect from the highest 35 percent of the class in scholarship.
3. Departmental honor societies which elect persons actively interested in a specific field shall elect from the upper 35 percent of the class in scholarship.
4. Election to membership shall be irrespective of membership in or affiliation with other organizations and associations.
5. Membership shall be conferred solely on the basis of character and specified eligibility.
6. No solicitation or propaganda, such as rushing and social pressure, shall be used to insure acceptance of invitation to membership.
7. Collegiate chapters of member ACHS societies shall be established only in four-year or more degree-granting colleges and universities that are accredited by the appropriate national or regional accrediting agency.

A recognition society is an organization which confers membership in recognition of a student's interest and participation in some field of collegiate study or activity with more liberal membership requirements than are prescribed for general and departmental honor societies. - Association of College Honor Societies.

#### SOCIAL FRATERNITIES

Men's Social College Fraternities are mutually-exclusive, self-perpetuating groups which organize the social life of their members, in accredited colleges and universities, as a contributing factor to their educational program; and draws their membership primarily from the undergraduate body of the institution. - National Interfraternity Conference.

Women's Social Greek letter fraternities accredited by National Panhellenic Conference are primarily groups of friends whose chapters are in accredited colleges and universities, but which in addition to their individual purposes are committed to cooperation with college authorities to maintain high social and scholastic standards and which do not limit membership to any one department or school of a college or university. - National Panhellenic Conference.

#### PROFESSIONAL FRATERNITIES

A professional fraternity is a specialized fraternity which limits its student membership to a specific field of professional education in accredited colleges and universities offering courses leading to recognized degrees therein; which maintains mutually exclusive membership in that field, but may initiate members of the general social fraternities; and which organizes its group life specifically to promote professional competency and achievement within its field. The professional fraternity confines its membership to qualified male students (and faculty members) in a particular profession who are pursuing an organized curriculum leading to a professional degree in that field, has a minimum scholastic requirement for membership usually above passing, elects its members after a careful investigation and generally by a unanimous secret ballot. It initiates its members early in their professional college life, enabling them to participate actively and beneficially in the professional aims of the fraternity, holds frequent meetings, conducts professional and social activities, and frequently maintains a chapter house or quarters. Professional fraternities also sponsor programs of special value to alumni members. - Professional Interfraternity Conference.

Professional Fraternity - a specialized fraternity for women which confines its membership to a specific field of professional or vocational education in accredited colleges and universities, and maintains mutually-exclusive membership in that professional field, but may initiate members of the social college fraternities. Professional Panhellenic Association.

Included in the list of educational and fraternal organizations sponsoring the National Conference on College Fraternities and Societies are: the National Association of Student Personnel Administrators (Deans of Men, Deans of Students, Directors of Student Affairs, etc.), National Association of Deans of Women, Association of College Honor Societies, National Interfraternity Conference, National Panhellenic Conference, Professional Interfraternity Conference, and Professional Panhellenic Association.



PRESIDENT SPATHELF: Thank you very much, Bob, for a very good report. Are there questions from the floor relating to the report?

With the interpretation that was carefully made by Bob as to the differentiation in function and the specific function of NCCFS, I think it is clear to us where we may turn for assistance on problems of overlapping and problems of procedure since this organization is concentrating on those problems very heavily. This certainly should be a part, in detail, of our minutes for reference by our member groups. I will entertain action approving this report.

DR. CLEMENTS: I move that the report be adopted.

DEAN JUAN REID (Dean of Men, Colorado College): I second the motion.

PRESIDENT SPATHELF: Is there any discussion on the motion? All those in favor signify by saying "aye." Contrary. It is carried and so ordered.

We are on time. We will conclude this session at ten-thirty. We have one more Commission to report yet.

The Liaison Committee with N.S.A. has been working throughout the year. It has been composed of Dean Newhouse, Chairman, William Craig, John Hocutt, Carl Knox, Lawrence Riggs, and Robert Shaffer, and we are honored and privileged as well to have with us Dick Murphy from NSA and Bob Birenbaum as well who has been a member of this group and been very active in the entire development of relationships with NSA. I turn it over to you, Dean.

DEAN DEAN S. NEWHOUSE (Chairman, Liaison Committee with N.S.A.): I have invited Dick Murphy and Bill Birenbaum to be here as resource persons. I think before this report is finished that there will be some questions that will be put to them. So I would appreciate it if they would come up to the platform at this time. [They came to the platform]

I think any but the newest members of NASPA know that NSA has been the subject, since its founding, of some difference of opinion and some perhaps well justified skepticism on the part of the members of this organization. I think there has been considerable wisdom on the part of the Executive Committee in establishing an official liaison committee. Your Liaison Committee has really "liaised" on this particular question. (Laughter)

This started, perhaps, with the NSA Congress of 1953 on the University of Indiana campus where Bob Shaffer, Bill Craig and I were observers at that Congress, and where we got considerable valuable information and made some valuable contacts with other persons who had been working with NSA, as Danny Trueblood, formerly chairman of their Advisory Committee, on the Indiana Student Personnel Staff, and Gordon Klopff, who was formerly quite closely connected with NSA through its advisory committee, who is now Dean of Students in Buffalo.

This work went on and we found ourselves very shortly, as apparently did both the other liaison committees who have reported this morning, working closely with liaison committees of the American College Personnel Association and of the Deans of Women's Association. This has been a most interesting experience for us.

We have visited the headquarters of NSA in Philadelphia. We have received -- I think the committee members could bear this out -- hundreds of pounds of words sent out by the NSA to us, and have read part of it. We have tried to remember in our work, leading to the reports we have this morning, that we must take on this assignment from a very particular frame of reference, or point of view, and that is the frame of reference, the point of view, of this Association of Student Personnel Administrators who have some responsibilities for dealing with such an organization as NSA.

Out of our work has grown a recommendation which we wish to put to the new executive committee of NASPA, and a report which we wish to place in your hands very shortly. This recommendation is over the signature of the chairman of the three liaison committees for their respective organizations, and of Mr. William Birenbaum, who is current chairman of the National Advisory Committee of NSA. The chairmen of these other organizations are: Mrs. Althea Hottel, dean of Women at Pennsylvania, and our own member, Bill Craig of Kansas State, who is ACPA's liaison chairman with NSA, and also serving on our committee, myself as chairman of the committee for this group, Mr. Birenbaum as chairman of the National Advisory Council.

The reason for this recommendation is that we found that there needed to be an implementation in our organizations which would provide a service for the members of these organizations. This is not confined to, or particularly concerned with, NSA. It has simply grown out of our work.

For your information, and for any comments which we may



receive from you later, I would like to read this recommendation to you.

RECOMMENDATION TO THE EXECUTIVE COMMITTEES OF THE  
NADW, ACPA, AND NASPA ON NATIONAL STUDENT ORGANIZATIONS

National student organizations present to colleges the problem of ascertaining true facts upon which to base decisions concerning local affiliation and support, and use of the institution's facilities and name.

While the participation of American students in national student organizations may well express their growing maturity and interest in important matters which transcend the campus, their activities have confronted educational institutions with unique problems. Generally, the attempted solution of these problems has been through the application of criteria aimed at establishing whether the purposes of the national organization are consonant with the purposes of the educational institution, and whether the national organization is concerned with legitimate student interests. Some institutions, finding it difficult to ascertain the relevant facts, have simply prohibited these activities on the campus, cutting their students off from main-streams of American student thought and activity.

During these difficult times, the problem has been seriously complicated by charges and counter-charges concerning the nature of some national student organizations. There is some proper concern about the real possibilities for the exploitation of students in behalf of national groups whose purposes and activities have little to do with higher education or the welfare and benefit of students.

To solve this problem by thwarting natural student interest in matters of national and international importance, is to frustrate a tremendous potential for education. To attempt to solve this problem in an environment of transient hysteria, is to do grave injustice to many fine national student activities.

In the tradition of high education in America, it is suggested that the solution to this problem rests in seeking the truth through ascertaining the facts.

THEREFORE: It is the recommendation of the undersigned that as a service to their respective members, the ACPA, NADW and NASPA establish jointly a commission, whose purposes shall be to ascertain the vital facts of national student organizations which maintain campus affiliates, or which engage in activities involving students. The commission would report these facts, or the

withholding of these facts by a particular organization, regularly and promptly to their respective members.

The important facts which should be sought by the commission are:

- I. the financial facts of the organization: the sources of national income, extent of income, expenditures and auditing procedures;
- II. the purposes of the national organization: its constitution and by-laws, its current and proposed national and local programs;
- III. the membership of the organization: its qualifications for membership, the extent of its chapter and individual student strength;
- IV. the modus operandi of the organization: how its national officers are selected, how its program is legislated, who is its national adult advisory group, and how does it function;
- V. the legal status of the organization: to whom are its officers responsible legally and financially.

It is our recommendation that this statement be adopted as the enabling resolution, establishing an inter-organizational commission for these purposes.

Respectfully submitted,

Althea K. Hottel  
Chairman, Liaison Committee  
to N.S.A., National  
Association of Deans of Women

Dean S. Newhouse  
Chairman, Liaison Committee to N.S.A.  
National Association of Student  
Personnel Administrators

Wn. G. Craig  
Chairman, Liaison Committee  
to N.S.A., American College  
Personnel Association

Wm. Birenbaum  
Chairman, National Advisory Council,  
to the United States National  
Students Association

This resolution was presented to NADW and ACPA last week. It will be presented to the new executive committee of this organization, as I said before. On our liaison committee we felt that it would be some substantial time before facts regarding national student organizations with local campus affiliates could be made available to us as members of the organization and that in the case of the National Student Association there was need on the part of quite a number of our members for some information right away.

So we have prepared a report. Again, this was jointly



prepared by the liaison committees of the three associations, and has been accepted by the other two organizations as of last week. We have copies of this report available. Is Bill Craig here? Bill, will you see that these are distributed now, or have they been distributed?

In this report, which I hope you will read as soon as it is in your hands, may I suggest that you read carefully the first page. The second and third pages are a description of NSA, which I think most of you are familiar with already.

The first section of this report is an evaluation of NSA by your committee, in cooperation with the liaison committees of the other two organizations. There are seven points in this evaluation. We have attempted to touch on each of what we saw as the important problems, or issues, which might be found in the current operation of this organization.

It did not seem practicable to us to delay long enough to attempt a thorough documentation of these judgments which we are reporting to you. Since we could not give you that thorough documentation, as a substitute we have asked those persons who know best the documentation available for these statements, who know the most about NSA, to be here to answer whatever questions you may wish to raise.

May I say further that we would like very much to have any member in this group raise the question which may appear to him to be embarrassing. The purpose of this question and answer period at this time is to obtain facts, get information out, to hear points of view on it. So you will not be serving the interests of the organization, you will not be doing a courtesy to these men on the platform if the important questions are withheld.

... Following is the Report on the United States National Student Association By the NSA Liaison Committees of N.A.D.W., A.C.P.A. and N.A.S.P.A., April 1, 1953:

## I. EVALUATION OF NSA

A. The NSA is the most representative national student organization in the United States.

B. The NSA Congress held each summer on a university campus brings over 500 elected student delegates from 150 American colleges and universities together with the representatives of many foreign student bodies and with recognized educational consultants for the purpose of stimulating student debate and

discussion of vital contemporary affairs. The annual Congresses are practical workshops for democratic education which deserve the support of the colleges.

C. The United States National Student Association is not now, nor does it appear to be in danger of becoming communist- or leftist-dominated. On the contrary: NSA has spearheaded and led the mobilization of the unions of students of the free world in combating the propaganda and distortion of truth fostered by the communist International Union of Students. NSA, more than any other student group, symbolizes the youth of the free world to the students of those critical areas where the battle of ideas has not yet been resolved. NSA has demonstrated that it never fails to defeat subversion by sticking faithfully to democratic methods and principles.

D. As a young and growing organization, NSA has not yet achieved a secure financial basis. The solution to its financial problems appear to rest primarily upon the expansion of its membership.

E. In the case of NSA's attempted investigations of alleged violations of academic freedom, it is the judgment of many members of our profession and of the National Advisory Council of NSA, that NSA had adopted a program which had not been wisely implemented. NSA is to be commended for its prompt and intelligent correction of this error. NSA is now in accord with the principles of academic freedom as expressed by the American Association of University Professors, in Volume 32, Number 4, AAUP Bulletin.

F. The NSA is to be commended for seeking and increasing its utilization of experienced assistance from among our profession.

G. It is the opinion of this committee, after careful review, that the purposes and the program of the NSA are indigenous to and parallel with the student personnel point of view, and therefore deserve the support and counsel of student personnel workers in the colleges and universities of this country.

## II. DESCRIPTION OF NSA

A. The USNSA is an organization of some 300 college student bodies, represented through their student governments. It was created to serve the long-existing need for a representative intercollegiate organization designed to serve the American student community, and to promote student interests and welfare.



B. Any college, university, junior college, normal school or technical school can join NSA upon ratification of its Constitution and payment of annual dues. NSA's membership is more than 300 institutions. Twenty-three colleges and universities have become member-schools by their action since September 1, 1952. During the same period four schools have withdrawn from NSA.

C. NSA's aims and purposes are "to maintain academic freedom, stimulate and improve democratic student governments, develop better educational standards, improve student welfare, promote international understanding, guarantee to all people equal rights and possibilities for education and foster the recognition of the rights and responsibilities of students to the school, the community, humanity and God, and to preserve the interests and integrity of the government and constitution of the United States of America."

D. Twenty-five American students returning from the World Student Congress in 1946 conceived the idea of forming a United States National Student Association. At that Congress, they became aware of the fact that the U.S. stood almost alone without a representative national student group. In December, 1946, the Chicago Student Conference was called by these 25 students to consider the formation of such an organization. For three days, representatives of some 300 colleges and 25 student organizations prepared recommendations on its organization and character. A continuations committee, elected at Chicago, prepared a draft of a constitution and organized the Constitutional Convention of NSA, held at the University of Wisconsin in September, 1947. At that time, students representing over 350 colleges established the constitution and mapped a program for the newly-formed USNSA.

E. NSA is financed in three ways. Member colleges pay an annual assessment based upon the size of the student body. Projects of the association and its publications are a second source of revenue through direct services and sales. Special grants from outside the student community are a further source of financial support. NSA has established Educational Projects, Inc. to receive donations and to afford donors a tax deductible status. All records of the Association are audited regularly, and its financial officers are bonded.

#### F. PROGRAM

1. The Student Affairs program is concerned primarily with services to the student government and with the extracurricular life of the student body. The commission prepares

informational materials and surveys; it sponsors the national Student Art Exhibit, the Symphony Forums, World Affairs Councils, and other cultural activities. In addition, the student affairs program assists in the development of services to special interest clubs. Academic freedom, intercollegiate athletics, social life, student health and orientation are other important phases of the commission's work.

2. Educational Affairs concern: the student in his educational process, legislation affecting education, student economic welfare, discrimination, intergroup relations, educational practices, scholarship opportunities, vocational guidance and similar matters concerning the educational community.

Informational services and program implementation are provided through the area headquarters of the Subcommittee on Educational Practices and Human Relations, and such subcommittees as those on Legislation, Scholarship Opportunity, Vocational Guidance, and Economic Welfare.

3. International Affairs has as its primary aim the promotion of international student understanding and cultural exchange. This commission sponsors a foreign student hospitality program, is working to increase the number of scholarships available for study abroad, and has made possible an international exchange of information on student problems.

The commission maintains relations with student organizations in most other nations of the world and is working to establish contacts where none at present exist. It participates in the Student Mutual Assistance Program, and in other practical programs of the national unions of students participating in the annual International Student Conferences.

4. Student Government resource materials are available to member schools on request to the Student Government Information Service, including finance, constitutional structure, elections, handbooks, fund raising, and campus chest, and the philosophy of student government.

5. Publications - The national office published the NSA NEWS, a publication containing news of interest to students on education, student life and NSA activity. It published each month the STUDENT GOVERNMENT BULLETIN AND REPORT which includes reports, articles, project outlines, and studies in administration and techniques for the use of student governments throughout the nation.



6. Affiliations - NSA is the only national student organization holding membership in the ACE and NEA. Other affiliations include UNESCO, Young Adult Council, WSSF.

#### G. ORGANIZATION

1. The NSA Congress is composed of representatives of all the member colleges. The size of each school's delegation is determined by the size of its student body. The Congress meets annually for more than a week. The Congress elects the national officers of NSA.

2. The National Executive Committee is composed of one or two representatives of each of the 20 regions in the organization. It meets between congresses to review the program, advise the staff, consider new policies and prepare the program for the Congress.

3. Each member of NSA belongs to one of its 20 geographical regions. Regional organizations are largely autonomous, having individual constitutions, executive officers, etc.

4. All of the national officers are elected by the Annual Congress. The officers must have been students at the time of their election by the Congress.

N.A.S.P.A. Liaison Committee with  
N.S.A.

William G. Craig  
John E. Hocutt  
Carl W. Knox  
Lawrence A. Riggs  
Robert H. Shaffer  
Dean S. Newhouse ...

PRESIDENT SPATHELF: These materials are being distributed, and they contain two parts: One the report of the Commission, and the other the informational material on NSA. I think we may do two things at this point. My understanding is that this is the first time, Dean, that this group will have seen the evaluation report.

DEAN NEWHOUSE: Yes.

PRESIDENT SPATHELF: So while you glance over the evaluation report on NSA, are there questions on the commission report thus far?

DEAN E. G. WILLIAMSON (Dean of Students, University of

Minnesota): Mr. President, I wonder why this recommendation concerning the collection of facts about student organization is reported to the executive committee rather than to this group as a whole for action? It would seem to me that this is of such importance that this group itself ought to express its opinion about the desirability of such a venture.

PRESIDENT SPATHELF: I think there are two points involved here: Your initial comment that we get a reaction of this comment on the general plan is completely in order. Secondly, our executive committee is the body which implements any thinking which this group here develops, so that there is no conflict, but I would hate to see, operationally, an action taken here on the floor that involves the mechanics and administration of it, short circuiting the executive committee. So if we can keep our thinking separate at this time it will be helpful.

DEAN WILLIAMSON: Far be it from me to short circuit any regular channels. Would I be in order to move the adoption of this recommendation in principle? A presentation of opinion.

PRESIDENT SPATHELF: This is in order. Dean Williamson makes a motion to approve the 5-statement categories, or five category statements here of information to be collected in principle to be endorsed by this body at this time. Is there support?

DEAN MATTHEWS: I second the motion.

PRESIDENT SPATHELF: It is supported. Is there any further discussion?

DEAN LEITH: I think this comment is editorial. It seems to me that the language of this statement is so broad that it might be interpreted to include social fraternities, and all kinds of national organizations. I think there should be clarification on that point.

PRESIDENT SPATHELF: Do you want to comment on that, Dean?

DEAN NEWHOUSE: Yes. We did not feel that we were able to define more precisely which organizations should be asked for this information and which should not. We felt that that would be a real and continuing administrative problem for this commission to handle in the process of time. We see this work continuing over a great many years, and circumstances modifying it substantially. It is our recommendation -- it is our feeling, shall



I say -- that we must endow this commission with discretion to handle that, and from time to time, as we may see fit, instruct them on limitations.

PRESIDENT SPATHELF: Does that answer your question?

DEAN LEITH: Yes.

PRESIDENT SPATHELF: Any further comment at this point?

DEAN CLEMENTS: Fellows, I am a little bit worried about that number 2. I am just asking now to get the thought which you have there, Dean. The purposes of the national organization -- now what are we going to get into? If we start saying that this commission is going to say for an organization what its purposes are, it involves all kinds of things that I am not sure where we are heading, when we get into that kind of procedure. It is something that I would like to think an awful lot more about before I would like to see this group say that we are going to constitute ourselves the judges of the purposes of an organization. Maybe we could agree to some kind of an amendment here which would say "the stated purposes of the organization," so that we are dealing with the facts of what they say here. Or, does the commission propose to get into saying that the ABC Club is in fact a communist organization, when its own constitution reads differently than that?

DEAN NEWHOUSE: I think that is a very good point, and I believe that the others would agree with me that our intent under "2", our meaning for this was the stated purposes.

May I take this occasion to say something which we discussed at great length and something which we think is very important in the operation of this commission as we can predict it, and that is that this commission should not be an evaluating or judgment-making commission.

DEAN CLEMENTS: Or a witch hunt.

DEAN NEWHOUSE: It should not be a witch hunt. This commission is for the purpose of obtaining the facts that are available to it from these organizations, then summarizing those facts and distributing those facts to its members.

If there is to be a judgment made, that must be made by the individual member after he has received his facts, or he can make it at any time he pleases. We feel strongly that this commission should not enter into evaluation and judgment, that it

should present to its members the facts it can obtain, and also indicate to its members if an organization withholds all facts.

If an amendment is desired to put the word "stated" in, I think it would be perfectly in order, because I am confident that was the intent of the other signers of this recommendation.

DEAN CLEMENTS: Thank you very much for that explanation.

DEAN STONE: On the makeup of the commission itself, I note that provision is made for representation from ACPA, NADW and NASPA. I wish to ask, in our deans committee, did they give consideration to the possibility of having NSA represented on this commission?

I make that suggestion, or raise that query, because as I understand it, NSA is an association of student government. We talk a great deal about the possibility of student service and membership on college and university committees. Did your committee give any consideration to including them on this one?

PRESIDENT SPATHELF: Let me inject this. I think our discussion at the present time, according to the motion, is on the basis of these principles, adopting these five categories and principles. Is that my understanding of your motion, Ed?

DEAN WILLIAMSON: Not quite. I moved to adopt the report in principle, the entire report that contains the five principles, but it is the spirit of the entire report.

PRESIDENT SPATHELF: All right. Your question is perfectly in order. Go ahead.

DEAN NEWHOUSE: I think it would be extremely unwise to have NSA have any part in this commission, Hurford. It is one of the organizations which we presume the commission would first ask for facts.

Bill Birenbaum's name is on here because we felt it was only fair to NSA for the attitude of its advisory committee chairman here to be expressed as entirely in order with this kind of a thing.

I would say again, we feel strongly that this commission must be representative solely of our organizations, the student personnel administrators, the student personnel workers, and that it would be unwise to permit any national student



organization to have any part or particular influence on that commission.

PRESIDENT SPATHELF: Are there further questions related to the motion which is before us?

DEAN CLEMENTS: If this would be in order, Mr. Chairman, I would like to move that the section of the recommendation indicated by Roman numeral "2" be amended by inserting before the word "purposes" the word "stated."

PRESIDENT SPATHELF: You are making this as an amendment to the motion before us?

DEAN CLEMENTS: Yes.

PRESIDENT SPATHELF: Is there support to the amendment?

... The motion was duly seconded ...

DEAN WILLIAMSON: I will accept that if my seconder will.

DEAN MATTHEWS: Yes.

PRESIDENT SPATHELF: All right. Further discussion?

DEAN DU SHANE: I would like to ask a question. Is this motion based on this long sheet, the part of which begins "therefore" so that in effect Ed's motion is to adopt the recommendations of the committee headed by Dean?

PRESIDENT SPATHELF: In principle, the five things.

DEAN DU SHANE: These are not five principles.

PRESIDENT SPATHELF: We have here, as I would understand it, the section beginning with the paragraph heading "Therefore"--

DEAN DU SHANE: Yes. This is a motion then to adopt the recommendation that we proceed to ascertain the facts in these five categories?

PRESIDENT SPATHELF: I think that it would be interpreted as a statement of principle which could then be implemented by the Executive Committee in this respect, yes.

DEAN DU SHANE: Maybe my difficulty is semantics. A motion to ascertain, set up machinery to ascertain facts, is not in any sense a set of principles, or it does not involve approval or disapproval, it seems to me, until the facts are ascertained.

PRESIDENT SPATHELF: The principle involved here is whether or not we shall proceed organizationally in a cooperative venture to find out these important facts.

DEAN DU SHANE: Then it is a procedural implementation.

PRESIDENT SPATHELF: How precisely this is done is not involved, because this is the adoption of this in principle. This will have to be worked out by the executive committee by appointment and otherwise.

DEAN RALPH E. DUNFORD (Dean of Students, University of Tennessee): I am getting a little confused now. I want to speak to the maker of the main motion. If this is to just get information and not evaluation, I do not see how it is going to help us a great deal. These facts are attainable, presumably -- the stated facts -- by getting the organizations to give them to us directly.

PRESIDENT SPATHELF: Dean, do you want to answer that one?

DEAN DUNFORD: I thought the Commission had something in mind of getting not only the stated facts but some evaluation of the facts. Otherwise, I do not see the use of this.

DEAN NEWHOUSE: Glad you raised that question. We feel that our statement of what the facts should be here--that the commission will get -- is only suggestive to the commission. It will have to work out for itself what the facts are that it has. We presume, however, that it will get facts in these areas about the organization, facts which can be quite significant, if it can get them.

We presume also that if those facts are promptly distributed to the members of the organization, and can be placed in yours, or my, file that it will be quite useful to us, respectively, when a question is raised, an inquiry is made about a particular organization, to know that we can go to our file and get some objective facts about that organization, instead of letting the only information available on the local campus be whatever rumor and gossip is being peddled about.



We feel that just the possession of those facts, the knowledge that there are some facts about the organization available, will be of substantial service to us on our local campuses.

DEAN DUNFORD: May I speak again? As I understood it, this was modified to "the stated facts." Unless this commission does something more than just bring together the stated facts, I question the usefulness of it to us. That is why I am worried about the amendment somewhat.

DEAN HOOGESTEGER: I notice that the commission had no qualms whatsoever about making an evaluation statement on NSA, and I personally would like to have a similar statement on any other organization which you folks investigated. As this gentleman stated, the mere fact that you tell me "this organization has so many members," is much less meaningful than some evaluative statement by this organization. I would hate to see the inclusion of the word "stated" purposes throw out that evaluation.

DEAN NEWHOUSE: I think this is a matter of administration for this commission, which is going to have to be determined by it as it gets into the actual experience of carrying out this work. It was our feeling that we were not in a position to charge it with the responsibility there. It seems to me that if the commission, in the light of its experience of say the first year, finds that it wishes to modify somewhat the principles or the procedures it is using, then that is for that commission to do with respective organization approval. In other words, we do not feel competent to call their shots on this matter from this perspective.

DEAN WILLIAMSON: May I speak on my motion? Incidentally, if my second agrees, I can accept the amendment, without formal vote, to insert the word "stated" in the motion.

PRESIDENT SPATHELF: Let's clear this right for the point. The insertion of the word "stated" is agreeable to the maker of the motion. Is it agreeable to the seconder?

DEAN MATTHEWS: Yes.

PRESIDENT SPATHELF: All right, the motion to accept this report in principle with the word stated is before us. Go ahead.

DEAN WILLIAMSON: I would hesitate to vote at this time, before we have had a few years' experience, to give a joint

commission or a committee of this organization full authority to make this kind of an evaluation if it resulted in a specific recommendation to my institution. I would like to have a little institutional autonomy at that point.

I have found over the years that Fred Turner's factual description of some of the national organizations, or national activities, have been extremely helpful to me and my staff in finding our own way around dealing with local situations. But to have an evaluation in the sense of a specific recommendation seems to me to be a little premature until we have had a few years' experience.

Now the factual report, that is mistitled "Evaluation of NSA", seems to me to be an excellent illustration of the kind of pulling together of available facts but which we never all get at the same time in such a concise form. It is this kind of a document which will be extremely helpful to me. I do not find here any recommendation to me or my staff as to whether we should try to work against NSA, but I find the factual foundation for me to understand a lot of things that I did not know about NSA. So that is the reason I made the motion to approve the general principle for a few years to experiment, to see whether or not we can find usefulness locally in this kind of factual evaluation.

PRESIDENT SPATHELF: Are there further comments on the motion before us?

DEAN MYERS (Drexel Institute of Tech): I find myself a little confused about the discussion. As a matter of fact, I believe as the motion now stands, I would be inclined to be against it. It seems to me that we are confusing in our discussion the first sentence following "Therefore," and then the five points listed under "important facts."

It seems to me the committee -- if not, Dean Newhouse will correct me -- is recommending that we establish a joint committee to establish, I believe the phraseology is "vital facts."

I would like to clarify that point. It is my impression in reading it that that is the recommendation of Dean Newhouse, that we establish a joint commission to ascertain vital facts. Now, on the basis of the discussion, I do not find any disagreement with that. It is the sort of thing that Fred Turner tries to do all the time, establish vital facts. Here we are asking for a committee on a broader base to do the same thing, and to inform us, not tell us what to do.



PRESIDENT SPATHELF: I think you also want to look at the last sentence here, which makes this an enabling resolution, and not a directive.

This is the thing I want to keep clear at this time: That the intent of the motion is to approve this in principle. I still think that in terms of the judgments that have to be made, as this thing develops, this is the job of the executive committee, because you have no other machinery to get at the very concerns that you are raising at this point. So actually, we are adopting this in principle, and it is in effect an enabling resolution and not a directive at this point.

DEAN CLEMENTS: Vic, I would certainly like to go along with everything that Ed said, but I would like to carry it one step further. I think that before this commission, which does not include solely our own members, proceeds to the stage where it is uttering evaluations on national student groups, they ought to do it only with the consent of this full body, and stick to facts.

DEAN EPPLEY: It looks to me like when you say "stated facts" you are limiting the commission's activities. The way this is worded, you want the facts, period, whether they are stated or otherwise. I think that is one of the things we get from Fred in some of these evaluations we get from him; we get the facts, period. Whether they are stated or otherwise, we get the facts. That is what we want. We want facts, and do not care whether they are stated or not. I think you ruin this whole thing when you put that word "stated" in there. Leave it like it is, and leave the judgment up to the commission. I think that is the important thing.

DEAN NEWHOUSE: Mr. Eppley, I think there is a sound point in what you say, but I think we have to recognize too that we are launching a new project, and we must recognize, as Ed has said, that there is some limitation on what we can expect it to do.

We felt that if we could get a statement of the stated purposes of these organizations, that that would be useful information. We felt, also, if we go beyond that and try to state purposes of an organization which it does not state, we are immediately getting into value-judgments, which could be quite complicated to say the least.

I suggest that we go ahead with this because we are taking a substantial step in getting what the stated purposes are.

It will have to be up to you as an individual dean on your local campus to go behind that and determine if there are other purposes which are not stated.

DEAN WESLEY LLOYD (Dean of Students, Brigham Young University): President Vic, there are many points here where we may go legalistic on terminology. I feel however that the committee has made its recommendation, and they are not asking for anything more than the motion provides. I would call for the question on their recommendation at this point, and then if we desire something more than the committee is asking for, we can go into a debate on that.

PRESIDENT SPATHELF: The question will have to be called on the basis of the motion that is before us, which is to adopt this report in principle. Are you so doing?

DEAN LLOYD: Yes.

PRESIDENT SPATHELF: Is there any objection?

... The question was called ...

PRESIDENT SPATHELF: All those in favor signify by saying "aye." Contrary. So ordered.

I think the appropriate action at this point is to refer this to the Executive Committee for implementation, because you do have organizational judgments and directions and steering to be done. We are not at this point delegating out our organizational prerogatives in this kind of a joint venture. So I will entertain a motion to this effect.

DEAN BYRON C. HAYES (Associate Dean of Students, Lehigh University): Mr. Chairman, I move this matter be referred to the Executive Committee for study and action.

PRESIDENT SPATHELF: The motion has been made to refer this to the Executive Committee for study and action.

PRESIDENT SPATHELF: Seconded. Is there discussion on the motion?

... The question was called ...

PRESIDENT SPATHELF: All those in favor signify by saying "aye." Contrary. So ordered.



Thank you very much. This concludes that section of it. Now do you have questions that you wish to raise with this group on this evaluation study at this point? I recognize we are going overtime, but perhaps you have had the chance to review this material. You have your commission chairman and your resource people here concerning any statement herein that you would like to discuss at this point. A motion is in order.

DEAN WALTER: Mr. Chairman, I have this question.

There seems to be immediately after the war a certain need which NSA obviously filled. It seems to me, and I think to some of the other members of this Association, that that need is not as great today as it was then. I would like to have an expression of opinion on the part of Mr. Murphy.

PRESIDENT SPATHELF: All right.

MR. RICHARD J. MURPHY (President, U. S. National Student Association): I guess this is to justify my existence on this platform.

I think you are right, Dean Walter, in one sense: In the sense that when the returning veterans came to the campus after the last war, I think there were in many areas great needs for student governments, or there was a lack of student governments that created a need to have student governments organized on certain campuses. This was a deepfelt need among students, and there was a great interest in international affairs, particularly among the veterans on the campus. I think there was a great need for a national student organization to make contacts with other national student organizations that exist in every country in the world. I think there was a need at that time to create an international awareness, because international awareness was important to those people who were returning after World War II.

In so far as the establishment of new student governments on campuses is concerned, it has somewhat diminished, however it is a fact that we have had an increase in interest in the student governments across the country that have been founded previously. In so far as the need for servicing student governments, the need was felt for getting students together from all parts of the country to exchange ideas and points of view, and also in the international field in so far as there was the need for a representative national student organization, to make contact with, and to exchange ideas and information in person with other student organizations across the world, and on the

contrary, rather than diminishing, this interest and need has increased greatly.

As we saw shortly after the war, there was established by the Cominform a propaganda agency known as the International Union of Students, which literally made hay during its first three years of existence. Among the democratic nations of the world there was no international collaboration between their national student organizations. We refused to join the IUS because we saw it was not a democratic organization, but merely a propaganda instrument. Many organizations withdrew from the thing, so you had an International Union of Students, which was a Cominform agency, and on the other side we had no student organization whatsoever.

On the contrary, really, in response to this need for organization on the international level, to get through and to contact students in Southeast Asia, Africa, Latin America, in Europe, in the democratic nations throughout the world, we established, with 19 other nations, in Stockholm a coordinating secretariat whose purpose it was to coordinate the various organizational activities of these organizations. This group, from 19 student organizations at that time, has increased to 40 student organizations in a meeting which I attended two months ago in Copenhagen.

I think the need for organizing democratic students of the world, to present the students of the world, especially in the underdeveloped areas, with the true facts of student life in this country and other countries, and to benefit from technical assistance programs, seminars, and such things as that, is perhaps much greater now than it ever was in 1946 and 1947, when the NSA first got under way.

PRESIDENT SPATHELF: Does that answer your question, Erich?

DEAN WALTER: Thanks very much. (Laughter)

PRESIDENT SPATHELF: Very nicely done.

Are there any further questions about this joint report on NSA?

DEAN STROZIER: What are the plans for this year's congress of NSA?

MR. MURPHY: The Congress is going to be held at Ohio



State this year, in conjunction with the Ohio State Sesqui-Centennial. I am given to understand that this is going to be the highlight of their youth movement. We have invited President Eisenhower to address the Congress, and also the Mayor of Columbus, and Mr. Stassen and a few others. I think that President Eisenhower will probably address us. The information is favorable thus far. It will be August 24 to September 2nd.

Incidentally, I would like to take advantage of this opportunity -- you will receive a formal invitation later -- to tell you that you will receive a formal invitation later on to come. I hope that if it is possible, and I know the Congress comes in a bad time, when you are on vacation, but I hope that there will be a better representation of deans across the country attending the conference. We had a very good representation from NASPA this time, and also from the other groups. You are welcome to come, and we would appreciate your advice and attendance if you could.

PRESIDENT SPATHELF: Any further questions? What is your pleasure concerning this evaluation statement which is brought in by the three groups thus far?

DEAN NEWHOUSE: Mr. Chairman, I would like to move the acceptance of this report and the instruction to the Secretary that it be incorporated into the Proceedings of this Conference.

PRESIDENT SPATHELF: There is a motion before you to accept this report, which is the product of the joint efforts of these three organization liaison committees, and write it into the written Proceedings of this convention.

... The motion was duly seconded ...

PRESIDENT SPATHELF: Is there discussion? All those in favor signify by saying "aye." Contrary. Carried, and so ordered.

This concludes this section of the Conference. We have gone overtime about twenty minutes. I think that we will be able to so direct our efforts here that if we leave this room for a ten minute break and get in here promptly, two or three minutes before eleven o'clock, that we will have adequate time to get at this very important panel of our own members, which will go on promptly at eleven o'clock.

... Ten minute recess ...

PRESIDENT SPATHELF: Your program indicates that Dean Everett Hunt of Swarthmore College, one of our Vice Presidents, was to preside at this particular session. Regretfully, Dean Hunt had to leave this Conference as the result of a grievous personal situation, and I am asking Dean Robert Strozier to preside for the remainder of the morning session. Bob.

... Dean Strozier assumed the Chair ...

CHAIRMAN STROZIER: Thank you very much, Vic. I am glad to be pinchhitting on such an occasion, such a subject, "Working Administrative Relationships with our own Staff Members." I think it ties in very well with the other subjects that we have been discussing in interrelationships with controllers, deans and presidents and other things. Fundamental policy on which we should stand, I think, is clarity of relationship.

I thought I might explain my own clear relationships in one regard, as to conferences. It was not called to your attention that William Birenbaum, who was representing NSA on the stage this morning, and whom Dean Newhouse did not allow to answer a question, is Director of Student Activities at the University of Chicago, but he is, and the Dean of Students' budget paid to send him over to sit up here and look at you for half of an hour. (Laughter)

Now on the simple matter like attending conventions, our policy in the Dean of Students' office at the University of Chicago is extremely clear. We have a lot of conventions in Chicago, as you know, and I have made it a rule that the members of my staff can attend all of the conventions they want to in Chicago, and I attend those on the east and west coast, and in Paris. (Laughter) It is a very simple formula. Everybody knows where he stands. Our relationships are clear, simple, and well defined. (Laughter)

The chairman of the meeting this morning is Dale Faunce, who used to be here, as you know, for four years before he went on to Iowa. He has distinguished himself there as he did here. He is really going to chair the meeting and make the initial statement, and take over on this important subject. Dale Faunce.

... Dean L. Dale Faunce, State University of Iowa, assumed the Chair ...

CHAIRMAN FAUNCE: Thank you, Bob.

I think it is very naive of me, a corn-fed Iowan for



the last few years, to try to tell any funny stories here, but in the state of present confusion, I thought I might just venture an attempt.

It seems to me that not only from the last meeting, but from our four or five committee meetings that this may be quite appropriate. You know, in Iowa, we have one governing board for all institutions. That includes the state institutions of higher learning. It also includes the institutions of lower learning, or those that include the mental patients.

There is some mixup and confusion sometimes as to which institution is which, especially when the legislature takes over. But we have one institution down at Mt. Pleasant for the mentally ill. About two years ago I had a gentleman named Rutledge who was in a little bit of difficulty for killing his wife, but out there we do not put them in prison or do anything with them, other than place them in a mental institution.

Rutledge was having some physical difficulty too, and so for him to get his daily fresh air it was necessary for the nurse to wheel him out on the lawn in a wheelchair. One nice sunny morning the nurse was wheeling Rutledge and one other individual out, in a double wheelchair. As they went out on the veranda, down the ramp on to the green grass a couple of pigeons flew by, and as pigeons do once in a while, this one pigeon splashed on the head of Rutledge. Well the nurse looked at the spot and said, "Oh my! Let me run back in and get a kleenex," and she did. While she was gone, Rutledge turned to his companion and said, "Isn't that silly. By the time she gets back out here that pigeon will be a mile away." (Laughter)

I think that probably we are in somewhat the same boat. I would like to say that this panel has worked extremely hard on this. We have met three or four times, always at mealtime so we could eat when we didn't want to talk. It is an excellent panel. It seems to me, as chairman, that your total panel of six members includes five very intelligent men and one very smart one. You can discover very shortly who is doing the work and who is not.

This Conference has been dedicated to relationships. We have discussed the relationship of the Dean of Students, Personnel Administrator, with the President, with the Academic Deans, with the faculty, with the controller, business manager, and now we are discussing the administrative relationship of the dean of students with his own staff.

We think that probably this is the most important discussion of the group. We think that basically we, as personnel

administrators, have to start with the relationship with our own staff if good relationships are to continue and progress across the campus.

We met on Sunday night first and discussed many different things and could not agree at all, and after two hours we came to the conclusion that we should meet at breakfast on Monday and decide what broad areas we would cover this morning, and then leave it entirely up to the individual panel member to cover the field in any way that he saw fit, limiting him to five or six minutes, and remembering always that this panel discussion now is, and should be, thought provoking and that the real benefits should come in discussion after the panel has completed their statements, and during the afternoon meetings.

I had prepared a little moral here that I wanted to go into, and felt that in chairing the meeting I probably should make a few more remarks, but with the limited time we have, and with the overflow house we have, and with the number of people that are already asleep, I think probably I should move immediately into introducing the panel. I am going to do this by introducing the entire panel first, giving you their area of concentration and then they will proceed in the order as announced, without any further introductions.

The first major area we want to cover is the matter of procedure and concerns in formulating policies. The panel member responsible for that area is Dean John Hocutt, and I want to say, William and Mary. I think of him as William and Mary, but now he is Dean of Students at the University of Delaware. John, will you stand up so they can see you and then you can sit down later. (He arose)

The second major emphasis will be on the selection and employment of professional staff and clerical personnel. Assistant Dean Arthur Kiendl of Dartmouth College, will cover this area. Art, will you stand up so they can see you? (He arose)

The third major field of emphasis is professional advancement of staff, and will be handled by Assistant Dean Byron Atkinson of the University of California at Los Angeles. Dean Byron. (He arose)

Fourth, the assignment of responsibility and the assignment of authority to the staff, will be handled by Dean Dave Lawrence of the University of Louisville. Dave. (He arose)

Last but not least, the evaluation of the work load for



staff is to be discussed by Dean L. E. Chandler of Southeastern Louisiana College. L. E. (He arose)

I am surprised I got any of them up. They are the ones who insisted they should sit right there and move across in order. They have been sitting in meetings just the same as you have, and they are just as tired as most of you.

Gentlemen, the panel members will take about five minutes each. We will spend the remainder of the time for you to throw questions at the panel members, not at the chairman. We hope we will have 15 or 20 minutes before we have to break off. We will start right off, if we may, with John Hocutt. John.

DEAN JOHN E. HOCUTT (Dean of Students, University of Delaware): Gentlemen, as Dale has indicated to you, I am to discuss briefly the matter of policy formulation by a dean of students' staff.

At the outset I would like to explain that when I use the term "dean of students," I mean dean of students, or dean of men, or director of student life, or vice president in charge of student affairs, or whatever the title may be.

I have divided this matter of policy formulation into two types of policy. The first I am calling top level policy. By top level policy I mean policy determined by the board of trustees, or by the president, or by the president and the university council, or whatever the similar organization on the campus may be.

I believe that in all areas where policy is to be formulated affecting out-of-class student life, that it is fundamental that the dean of students will participate at least to the extent of advising or recommending in determining this policy.

The steps leading up to policy formation can begin two ways: A request for a policy in a given area can come from the top down to the dean of students' level. I should think that more often it would happen this way: The need for top level policy is first recognized at the dean of students' level, and a recommendation is transmitted to the top.

Prior to making the recommendations, the dean of students should hold conferences with his entire staff where feasible, and certainly with those staff members primarily concerned in the

area affected by the policy, in order to learn their opinions. In many instances the dean of students and his staff members will want to review the matter with student government prior to formalizing the recommendations which the dean of students will make to the president or other top level authority.

In short, what I am saying here is that there should be dean of students' staff participation in the formulation of all top level policy affecting out-of-class student life.

The second bracket of policy formulation that I have included here is what I am calling "the dean of students' level policy." It seems to me that there are two ways in which this policy can come about. First of all, the dean of students may determine policies without reference to the staff or to students, handing these policies to assistants to be administered by them. I think most of you will agree that this is a dangerous procedure. First of all, unrealistic policy can result where the dean of students did not have the benefit of the thinking of assistants who in many instances are closer to the particular problems the policy is intended to solve.

In the second place, where policy is determined in this manner you are asking assistants to administer policies without knowing all of the reasons which dictated these policies. It seems to me that this can be a serious deterrent to effective administration of the policy.

Thirdly, and a very obvious result: I feel that the morale of staff members is lowered where they are not given an opportunity to participate in policy formulation. So I feel that at the dean of students level, where you are formulating what I would call dean of students' level policy, that this policy formulation must be preceded by staff conferences and by conferences with students as previously mentioned.

It seems to me that this dean of students' level policy can be initiated in two ways. First of all, the dean of students, or director of student life, can point to a problem and ask certain staff members to investigate, study, make recommendations; or the members of the staff can detect the need for a policy and initiate action ultimately submitting recommendations to the dean of students.

When these procedures have taken place, I feel that the members of the staff should be free to communicate with students, with other staff members on a horizontal level, and with faculty and other administrative officers, such as academic deans,



business officers, etc. I believe that the only restriction on this freedom to communicate should be one of coordination.

Someone should see that the fact and opinion finding does not entail a duplication of effort, that is, that several members of the staff seek information on the same problem from the same administrative dean, for example.

It seems to me that at both levels, whether the dean of students and his staff are recommending policy to top level, or whether it is policy being formulated at the dean of students level, that there are going to be times when there will be basic disagreement regarding policy between the dean of students and his staff. I feel that in such instances the dean of students, after careful consideration of the objections or differences of opinion presented by staff members, then has to make his evaluations and come up with a decision because the ultimate responsibility for the policy rests with the top administrative officer at that level.

It seems to me, also, that there are going to be occasions in policy formulation where the dean of students is in basic disagreement with what I have called a staff expert, and by a staff expert I mean such a person as the director of the health service, or the psychiatrist, someone of that sort. That presents a very difficult problem, at least to me. It is pretty hard to go against the advice of the university physician, for example, and I have come up with the opinion that in most instances anyway, the dean of students should defer to the advice of the expert where there are basic differences on a matter of policy.

Now I would like to conclude my few remarks on this matter of policy formulation, with what I call the matter of building a personnel point of view.

I feel that when there is staff participation in policy formulation there results, or there develops among the dean of students and his staff this personnel point of view, and by that I mean that once you have arrived at policies, the dean of students and his staff "think alike" (in quote marks) in administering these policies. I hasten to add that by "thinking alike" I do not mean that the dean of students should attempt to develop a staff of a bunch of "yes men." I think that all of the debate and differences in points of view that go into the ultimate formulation of policy, once that you have that policy, it is important within your staff to have the dean of students and staff members thinking alike in the administration of these policies.

DEAN ARTHUR H. KIENDL (Asst. Dean of the College, Dartmouth College): When I first arrived at the Kellogg Center, as a neophyte, I was told that all new members were welcome and they would have a very pleasant time. Then they shoved a title in my hand that I couldn't even read, but I have learned to read it now, and it is the selection and employment of staff and clerical personnel, which, after the first day, I discovered meant hiring people. (Laughter)

The second thing that happened was that I met Dale Faunce. I have been on the run ever since, and I thought he was kidding me up until the moment of introduction, when he pronounced it "Dartmouth." He doesn't realize, sir, that it is a small college and therefore we drop the "o". (Laughter)

CHAIRMAN FAUNCE: He doesn't realize we call it "Iowa" too.

DEAN KIENDL: Yes I do realize you call it "Ioway" too. (Laughter)

My first thought on this subject, gentlemen, on restricted budgets was to hire anyone you could get. However, I have more serious moments, and it struck me finally that there are two basic areas that we have to consider at the outset. I put one in front of the other and then I put the other in front of the other, and I have come up with the humanistic and the professional approach.

I put the humanistic first because in our business you cannot take a completely professional man and make him a dean. We are dealing in the realms of human behavior, and you are not building automobiles. It seems to me that the deep human qualities still outweigh the professional competence. You do not have to agree with this now, but going on, one step, it would seem to me that the first step that you would do in hiring top level personnel, in the professional fields, if I wanted a doctor on my staff, I would ask my doctor friends to recommend one. That is the first thing I would do. In that case, I am putting the professional before the humanistic. They are so inextricably involved that I cannot straighten the two out.

Now, to set up several criteria in a man, I would like to give you one of, I think, my two lifetime original thoughts. I have a little illustration that has stuck with me ever since I woke up with it one morning, and I have been a lot happier for it. I claim that in our work a man has got to have these three things: Honor, humility and humor. And the more I pick that thing apart,



the more I put it back together.

The next thing, of course, is professional competence. There is, I believe, a balance, or should be, in everything we do. Therefore, a man has to have a certain amount of professional competence, but I believe that he can get that through in-service training, through summer school and so forth.

If I can find a man -- and there are thousands of them -- who has a Ph.D. and is a real human being, I would consider myself extremely fortunate. But when I bring a man on to our campus, I would like him to meet our president, our personnel director, the heads of our faculty, the lesser members of our faculty. But the first people I would like him to meet are our students.

I think the best way to do that is the way that comes most naturally to you. You have rapport with students, and no man should work in our offices who does not have rapport.

The next thing I would require of this man, gentlemen, is that he be a member of a church. I do not care what church he belongs to. There are several hundred ways up in the mountain, I am told, but he must be a member of a church.

I would like to know immediately what type of wife he has, what his family background is. If a man has a well rounded family, you do not have to worry too much.

Going on for a moment -- incidentally, I do not require that a member of my staff be a Dartmouth man (laughter). We have had trouble with that over the years. People have claimed that we are inbred up there. That is not true. I am the only dean up there who is a Dartmouth man, and don't think I don't have my troubles.

Going on to the secretarial help, I would like to say at the outset that the women of our offices set the tone. I am a great admirer of Dean Goss of Princeton, and his open door policy to me is the only way a dean of students can operate. Gentlemen, I am convinced of this point, that unless the women of your organization make an open door policy for you, you will not have it. We have certain secretaries in our institution who say to me, "Well, I'll certainly be glad when the students go home because this is a lovely college when they are not around." (Laughter) About the middle of muddy March I agree with them wholeheartedly, but I want a woman who likes young men. (Laughter)

CHAIRMAN FAUNCE: How well?

DEAN KIENDL: I was very worried about that point.  
 (Laughter) I would like her to be married. That settles that point. (Laughter) Or at least we have to assume that it does.  
 (Laughter)

I believe that a secretary should have professional competence. She has to be a good secretary, and you can establish any test that meets your needs, and you should give it and stick to it, because if a girl cannot take a letter from you and take it accurately, and make it look presentable, she has no right to be in the dean's office.

Now going on quickly to the budget, I would say that I would like to sum that whole thing up in one statement: If you pay peanuts, you will get peanuts. You have to strive always to get a workable salary incentive, and about that I do not worry. It is an ever pressing problem with us, but I believe, gentlemen, in conclusion, that there are enough people in the field of higher education and surrounding higher education who believe in the basic dignity of mankind, who want to work for us at any price. Thank you.

DEAN BYRON H. ATKINSON (Asst. Dean of Students, University of California at Los Angeles): There were two Englishmen sitting in their club reading the London Times. It was quiet, as it always is in English clubs. One lowered his Times momentarily and said, "I say, have you heard anything of Chauncey?" The other answered, "Yes, I heard recently from Chauncey. Gone to West Africa, you know." He said, "Did he really go to West Africa? How is he doing there?" The other said, "Well, I understand that he is doing very well in West Africa. Making a lot of money. Married a gorilla, you know."

The other one said, "No! Did he really? Married a gorilla. Male or female?" (Laughter)

He said, "I say, old chap, female of course. Chauncey is no queer." (Laughter)

This is presumed to demonstrate that there are differences between and among people. (Laughter) There have been on this panel.

My subject is professional advancement, and we agree on one thing, that professional is a prestige word with strong emotive connotations. We would maintain, I think however, unanimously that -- and under a certain degree of persecution, I am sure -- professional is the most apt and appropriate word to



describe the program of the dean of students. It involves a privileged area of action. This is one of the criteria of the professional area, and it is a formal discipline in terms of training and advanced degrees in our time.

We divided it rather arbitrarily into four areas. Rank, salary and title is the first, and here there was no substantial agreement on the panel. The feeling of some of us was that in any event these three things, rank, salary and title, should be tied into the established personnel practices of the institution. The senior staff -- if you can divide your staff arbitrarily into senior and junior -- should be tied into the academic personnel pattern for pay, promotion and title, and additional stipends and titles should be granted where they are required.

For the junior staff, the same thing is true, and the whole matter may be tied into the non-academic personnel pattern of the institution, with the granting of specific alternative and descriptive titles wherever they are appropriate.

Our second point was promotional preparation. The problem here -- and I grant it may be local -- is to find men who are, or who may, become well rounded, broadly experienced, personable, general administrators. The location of trained counselors, psychologists and statisticians is, for us at least, no grave problem. There are many of them well qualified people, seeking employment in California.

Once found, these general administrators that I am speaking of, this person should be promoted on the dual basis of ability and additional formal training if required. His status for promotion should be fixed at the time of employment, and promotion within the whole program should involve a judicial balance between internal promotion of staff and selective off-campus piracy.

Our third point, tenure, we did have, I think an unanimous conclusion here. We believed that there should be no tenure for non-academic personnel, and no tenure involved in the non-academic title when held duly with administrative rank. Our reasons are legion, but not the least of them is the necessity for a senior officer coming newly to a program always to choose his own staff.

My final point, in-service training of personnel, is in two parts: First, the formal training toward graduate degrees for those with the ability to achieve, and the necessity for achieving them. This formal training should be allowed as a

purpose of the office, and time on salary set aside for the purpose of its pursuit.

Second, on the job training -- and we think this should be as a rule established for the junior staff. It should be carefully specified as a regularly specified training activity, and it should occur, within reason, possibly at seminars seven to ten times within the semester. It, in its turn, has two objectives, the first of which is exchange of information on an intra-program relationship; and secondly, it should provide expanded horizons in the area of total institutional policy. It should be conceived of, we believe, as a necessary adjunct to job performance, and not as a certification or promotional program per se.

Thank you.

DEAN DAVE LAWRENCE (Dean of Men, University of Louisville): I would like to talk with you for just a few moments on the assignment, authority and responsibility on your own staff. I would like to speak in generalities.

There are as many different setups in your schools as there are schools represented here, and your staff problem may not be similar to any problem that is discussed here.

I want to tell you a little story of a mountain family down in eastern Kentucky who had a son who became 21 years of age. He went to his father one day and said, "Pa, I'd like to get married and have a family like you and Ma. I don't know how to go about it." His father said, "You go over a certain mountain and there are many nice girls there. You get acquainted with one and ask to bring her home after a short acquaintance."

Monday morning he said he'd met the prettiest girl on that side of the mountain. His father asked, "Son, who is it?" He told him and he looked around to see where Ma was and then said, "You can't marry her. She's your sister. You go over on this side and get acquainted with a girl there."

He came back Monday morning and said, "I found a girl much more heavenly than the other one, and she's consented to be my wife." He asked again who she was, and he told him. Again he looked around for Ma and said, "Son, you can't marry her either. She's your sister too." That went on a couple of more weekends, and finally in desperation he went to his Ma and said, "Ma, I'd like to get married like you and Pa, and every time I find a girl Pa says she's my sister and I can't marry her." Ma looked around to see where Pa was and said, "Don't pay any attention to him, Son, he ain't no kin of yours." (Laughter)



I realize that some of these problems may not be problems of yours, and you may not be kin to any of these subjects discussed. (Laughter) But since I have been here I have heard of many of you who claim to be overworked and underpaid. I do not know if I fit into that category or not. I am new in this business, and I do not have much to look forward to if I fall into the same category that I have heard from many of you.

The reason we feel we are overworked is that we fail to delegate responsibility and authority to our assistants. I think that is one of the most important things. As Bob Bishop said the other night, don't spread yourself too thin, you might become ineffective. So I like to take specific jobs and assign others to other people, and also find time for a golf game occasionally, and a cup of coffee. You'd be surprised how much of an improvement in interdepartmental relationships can take place over a cup of coffee or a golf game. It becomes so that every time I call a man for one of those things, he wants to find out what my problem is before he goes.

It is impossible for you to attend all the things that somebody must go to, so don't try. You cannot attend all the dinners, parties and dances. I try to attend all the dinners. (Laughter) I often say that I am the only man in the world that can lose as much sleep and gain as much weight, eat as much good food and make as many poor speeches as I can. (Laughter) I think that applies to much of our work, that we do often try to spread ourselves too thin, and we are not too effective.

I think it is good that you should hold regular and periodic staff meetings with your own members, discuss your problems and then make assignments according to personnel, and the nature of the activity involved.

I have heard of many of you who have difficulty in securing chaperones for your student activities. We don't have that problem. You would be surprised how effective it is if you would just send a little questionnaire to the wives, rather than the faculty members, you will get a lot better response. (Laughter)

Another thing is in making decisions, do you permit your staff members to make decisions, or do you try to make them all yourself? I think possibly that is one weakness that we all might have, is that we try to make too many decisions for the staff. Even though you are responsible, ultimately, for the conduct of your office and your program, it is necessary that you delegate certain responsibilities to your assistants.

After your policies have been established by your

office or by the university, then the problem of making decisions is not too important. If it is necessary to have members on committees, various committees such as the student aid, student loan, dormitories, and so on, try to keep those to a minimum. I know that some of you could be full time committeemen. I know in our school, a half dozen people or so serve on practically all the committees, and it won't be long until you might become a full time committeeman.

It is easier to assist in training of your student leaders than it is in solving their problems. So if I may use one personal example, at the University of Louisville, each year the weekend before school opens, we have a leadership camp. We go across the river and for that weekend, two days, approximately 75 or 80 student leaders will meet for two days, and work out their plans for the coming year, draw up their programs, discuss mutual problems. We have representatives from the University, the president, vice presidents, some of the faculty, the mayor, the board of trustees. We have many panel discussions, and many good things come out of those things. But that is delegated to the dean of women. She is responsible for that.

Another thing we have, of which I am in charge, is the leadership class. I think you will find it will be very helpful in assigning a staff member to assist in leadership training of your people, and once a week we have a leadership training class which carries one hour of academic credit. We have various topics.

We found our students are weak in conducting meetings, weak in parliamentary procedure, weak in public speaking, or in organizations of various kinds. So we have people from the university and from the town to come out one time during the semester and talk to our students on leadership.

I think that if I could give one word of advice, I would say, gentlemen, do not hesitate to delegate some authority to your assistants. You will live longer, happier, and have fewer ulcers.

DEAN L. E. CHANDLER (Dean of Division of Student Life, Southeastern Louisiana College): You know, I was late for this meeting and as a result I drew what was left, and that is why I am talking on the topic that has been left for me.

You have your policy, you have hired your people, you have ranked them, you have paid them, now you have assigned responsibilities, and my task in a few minutes -- and I promise



that we will get out of here before twelve o'clock -- is to say something about work load distribution within your staff.

I tried to get some help on this question, so I thought I would ask a representative from a small school how he distributed the load within his staff. He said, "Distribute nothing! I'm the only member of it; there is no distribution."

Well I said, maybe if I go to a representative from a large school and find out what he does and how he does it, maybe I will have something to talk about. So I picked out a representative from a large school and asked him about this workload distribution. He said, "My goodness, we have more work than any of us can do; we are all overloaded."

So therefore, I bring the \$64 question, and I feel pretty much like I did recently when talking to my young son. I live just off the college campus. We have a laboratory school there. My son was born just off the college campus and he spent most of his life on the college campus, a teenage boy, listening to college boys and girls and watching college boys and girls for eight or nine years. I think he learned too much too soon. (Laughter) One evening recently we were sitting in the living room reading and he said to me, "Daddy, what is a sweater girl?" To get rid of the thing right quickly, I said, "That is a girl who works in a sweater factory."

We went on reading and then it dawned on me, why should a nine-year old boy be interested in a sweater girl? I said to him, "Son, where did you get that question?" He said, "Never mind, daddy. Where did you get that answer?" (Laughter)

That is the way I feel about this workload distribution. There are a few things that we on the panel discussed, and we might mention them in passing.

First of all, we think that it is necessary for the staff to take inventory periodically, maybe each year, just as a business does. I just wonder this: How many have asked the members of your staff to sit down and put in writing all of the work, all of the duties, and all of the responsibilities which have been theirs during the past year, and then you sit down and read that and see what it looks like. I think we will find that the work horse of the staff is getting a lot of assignments each year. Maybe it is someone who has been working with fraternities, and doing a good job for a few years. Well, he knows that job and has it under control, we'll give him something else. We'll let him handle the social calendar, or let him handle student

activities in another phase, and before long you have piled up a pretty heavy load on that staff member, and maybe you didn't realize it. So we suggest, take inventory, draw a picture in writing of what you and the members of your staff are doing, and then you may want to ask some questions about some of the duties that are being performed.

You know we are living in a changing world, a changing society. Some of the things we were doing a few years ago, spending, shall we say, 30 hours a week, maybe you do not need to spend 30 hours a week now. Three or four or five hours might serve the purpose, and there is a new activity or new responsibility that ought to receive more time.

So we suggest that you re-study regularly your staff load and see if they do not need some changing or some help.

Then there is another point we thought of. You know that there are certain times of the year when certain activities are heavier than others. For example, at registration time, and in the first few months of the semester, certain activities require a lot of time. Later in the semester there may not be so much time for that, but something else. Keep that in mind when you make your work assignment to your staff members.

I think in that connection, the matter of whether his responsibility is greatest during the day or school hours, or after hours should be considered. You know a lot of these student problems, student jobs, and student advising take place after four or five o'clock, whatever hour the class is adjourned. One who is called upon to do a lot of work after class hours, you might want to relieve him of some of the load during the daytime.

Someone mentioned committee assignments a minute ago. I have found two extremes since I have been here, and I think it is something that you need to think about within your staff. I heard one dean of students say, "I am a member of 27 committees." I wonder how much time he has for other duties? On the other hand, I heard another fellow say, "I was on a lot of committees, but I am going to get off of everyone of them. I am not going to be on any committee." I think those may be two extremes, and you do want to divide that responsibility within your staff. Get them on committees to relieve you, or maybe to relieve some individual member of your staff.

Then we think, too, that a staff member should have a little time during the day when he can go to his office, close the door, do a little reading and a little thinking, and maybe a little planning for the future. Give him a little time to do



some thinking about the job. Don't let him get lost in the forest, or on the campus among the students.

I know that is a big assignment, when you are loaded now and you can get along with the staff you have, but I believe you will get more work out of your staff if you will give them that little time that they can call their own.

In connection with that, one dean of students here gave you a plan you can follow about getting away from the campus. Do you encourage your staff members to leave? Well, one fellow said he goes to Europe, and he goes to the east and west coast, and the others take care of the others.

We think that every staff member should be encouraged to get away to his state meetings, maybe to the national meetings, and then I think there are times when a half a day does a lot of good to an individual. Let him go fishing, or play golf, go to the baseball game, just to get away from students and faculty where he can have a little time to rest and relax.

Lastly, I would raise this one question, that I think is exceedingly important: In determining the work load for your staff, do not forget the little girl in the outer office. Do not forget the secretary who may be doing a wonderful job, and she has been doing a wonderful job so long you take it for granted that she can continue to do more and more and more, and as a result you have overloaded her without realizing it. You know, she needs to rest once in a while too.

I don't have any trouble down at home with mine. They take off thirty minutes every morning and afternoon to get coffee, so they get plenty of rest during the day. But they do need a vacation occasionally, and I think it does them a lot of good if some afternoon about three o'clock you close up the office and say, "Go home and rest a while." Of course, I know that may get you in trouble with the rest of the clerical staff on the campus, but we do it just the same because we think they feel better about it, and I think they do a better job.

Thank you.

CHAIRMAN FAUNCE: We have four minutes or less. If you disagree with any member of the panel, or if you wish to ask for some clarification, now is a good time while you have them right here. A couple of them mentioned they might not be around this afternoon, so buttonhole them now.

DEAN STONE: I have one question I would like to ask of Dean Chandler. He recommended this "happy hour" for the assistant deans and the secretaries and clerks. Do you recommend that be in the middle of the morning, or the afternoon, or both.

DEAN LAWRENCE: I think they would prefer the afternoon. I'd take the afternoon too.

CHAIRMAN FAUNCE: That was a good solid question. Any more? (Laughter)

I want to make clear, and I want Art to know that I am completely at fault, and now that I know how to pronounce Dartmouth, and where it is (laughter), the next time I am in Pennsylvania I'll stop in and see it. (Laughter)

DEAN KIENDL: I've been putting up with this for three days. (Laughter)

CHAIRMAN FAUNCE: I am sure we all appreciate the job done by the five men on this panel. We feel that, as members of the panel, we have covered only a small portion of the overall subject of the dean of students administrative relationships with his own staff. As this meeting has followed others of similar subject matter, there has naturally been some repetition, but that is as it should be, as good administrative practices are in essence the same in any field.

Your panel members feel that many of you will disagree with some of their statements and take issue with them in the afternoon discussions. However, we also hope that we can all agree that basically all efforts of the dean of students to develop good relationships with and among his staff will be of no avail if the administrator does not have a profound belief himself in the human dignity of his fellow men, if the administrator does not have the sound and fullest respect for the ability of his coworkers.

We thank you, and I will turn the meeting back over to you, Bob.

... Dean Strozier resumed the chair ...

CHAIRMAN STROZIER: Thank you, Dale, and all the members of the panel for this interesting and instructive discussion. I wish we had time for a lot of questions. I am an old China hand myself, but I feel that I learned some things this morning.



I was particularly struck by my inadequacy in the past in choosing male members of my staff with well rounded wives.  
(Laughter)

DEAN KIENDL: I see what a neophyte puts up with in this organization. (Laughter) I would like to say that we do have well rounded wives in Pennsylvania. (Laughter)

CHAIRMAN STROZIER: Testimony to the fact that this convention is waning, is that Fred has only one announcement.  
(Laughter)

... Announcement by Secretary Turner ...

CHAIRMAN STROZIER: The meeting is adjourned.

... The Conference recessed at twelve o'clock ...

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## WEDNESDAY AFTERNOON SESSION

April 8, 1953

The Conference reconvened at three-ten o'clock, Dean Juan Reid, Colorado College, presiding.

CHAIRMAN REID: This is the ninth general session, and we are scheduled to hear the summaries on the "Working Administrative Relationships with our own Staff Members."

I was fortunate enough to sit in with the small college group and we did not have too much to discuss. In fact, most of us were quite flattered to think that we even had some staff members other than ourselves and our secretaries. In fact, we felt a little like the 75 year old man who was accused of raping the 25 year old woman. He was so flattered with the nature of the charges that he plead guilty. (Laughter) Likewise, some of our deans did think they had some staffs.

We will start off with Dean Howard Hoogesteger, who will report for Group I.

DEAN HOOGESTEGER (Group I, Conference No. IV): Thank you, Juan. You mispronounced my name, but I am used to that by now. I get plenty of corruptions of that name, the most recent of which has been "Whogoosedher." (Laughter) Well I thought mine was pretty bad until I met Dean Winbigler of Stanford, who tells me that his was once pronounced "Onebungler." (Laughter) I hope he is here and he will forgive me that corruption on his name.

Group I, in discussing the questions of staff, as you have already heard Juan mention, found itself in trouble, because of the general lack of staff for whom the deans might have been responsible. They did report there were many coordinative relationships that existed, and that this area was one that was worthy of discussion. We rapidly moved off into other topics, and our table chairman covered considerable ground, with the help of the group, and I think it might be worthwhile to bring the principle areas covered to you.

We asked questions with reference to how to bring students into questions of policy-making, and the extent to which that had been successful. I think it fair to report a general feeling that it was a desirable idea. It was difficult to implement, and there were questions raised as to whether we were using the student in the worst sense, rather than using him in the advantageous sense.



There was considerable mention of the use of a joint student-faculty committee which served as a "gripe" board, you might call it, but which was primarily a referral body which did nothing in the way of action. The dangers inherent in such a procedure were recognized.

Someone made the important point that there is a value in making a very clear distinction between the consulting of students about matters of policy, versus the other idea of having them a part of policy making groups, and felt that those two should not be confused.

We raised questions as to how the work of the dean might be cut, although generally there was a feeling here that this was purely a local matter and was governed pretty much by events beyond our control, or by the local situation.

There was an expression which was generally accepted by most of our group that one of the most valuable ways in which we worked was through our personal contacts with students, and we felt that this was one area which should not be cut. We felt that perhaps our group of deans might conceivably have less administrative duties and more contact duties with students, and we all liked such a procedure.

We mentioned the questions of selective service and where that was handled; and found that the problem cases were handled in the dean's office. One dean mentioned a possibility that may be interesting to some of you: That he was deputized to register students, period. It is the dean at Oberlin and he can tell you more about it. This procedure may be helpful if your school is in a community where there is no draft board.

We mentioned the questions of veterans and how to deal with them. We felt that in some cases the signing of forms was handled in the business office, but felt that it might be a good point of contact with the students.

The question was raised as to whether there is a trend towards "dean of students" or some similar title in the small colleges. Mention was made of California and New York State re-organizational plans, although there was no clear indication as to whether this constituted a trend in the small colleges.

It might be interesting to report the results of a questionnaire put out by Smith of the University of Redlands, in which he asked "To whom is the dean of men responsible?" Out of 120 replies, 110 reported directly to the president, only 10 reported to the academic dean or some other official.

We got into the question of the dean of women, and there were no conclusions other than she was a problem. (Laughter) The question was raised, of course, as to whether they should discuss the question, "whom is the dean of women under", but this was not a good wording, so we dropped that. (Laughter)

A question of the desirability of listing duties of the various deans was felt to be a highly desirable procedure. We had one person who mentioned that he had his dean make up a list of duties and took it into the president and asked him which ones he wanted to scratch off. The president said "None." So he said, "All right, I want an assistant." So that may be a useful technique. (Laughter)

We had questions with reference to formulation of student personnel policies in general, and found that at least half the group used a committee for such a thing rather than doing it as one man. We raised questions about how many had student activities directors, and found that relatively few did, in some cases this being handled by the dean of women.

The group wished to convey to this group in general, and to the executive committee-to-be, a feeling that the group meetings were particularly valuable and worthy of continuation; also that the luncheon meetings, with their emphasis on a particular topic is a feature which certainly bears consideration for future meetings.

We did not discuss some of the other questions raised this morning. We did not get into the questions of selection of personnel. Thank you.

CHAIRMAN REID: The second report will be by Dean Keeney of the University of Wyoming.

DEAN A. L. KEENEY (Group II, Conference No. IV): This morning the panel did such a thorough job of discussing the topic assigned, we found we did not have many problems pertaining to the size schools we represented, to discuss. There was some confusion exhibited comparable to that of the boy who dropped his bubble gum in the chicken yard. (Laughter)

We were all agreed that those men whom we employ in our services should have well rounded wives, and some surprise was expressed that Bob Strozler had not thought of this previously. (Laughter)

The schools in our division, 1500 to 4,000, have not felt the necessity for building these empires which you fellows



in the larger schools are at least accused of building, and have found justification for doing so, because we are in daily contact with our people who are employed with us. We do not have the problems which you do in the larger schools.

We were not in session long enough or frequently enough to develop any animosities toward each other, such as those about the pronunciation of "Dartmouth" or "Iowa."

The first matter that was brought up was one which did not at all pertain to the subject under discussion, and that was how do you get the students to attend convocations, assemblies, that are brought there for their cultural benefit. Many expressed concern about this because of the very, very poor attendance, and the reluctance on the part of students to accept the cultural lectures or music of this type. There were some suggestions made that the hour for scheduling them should be very carefully selected. Eleven a.m. is a bad hour. Someone brought the question up who scheduled them at eleven o'clock in the morning. People like to go to lunch early, it was said, so do not schedule them at eleven o'clock. Select your hour carefully.

Give the students more responsibility for participation. It may not be the best of convention, but it will get out a good crowd.

The question was brought up about the army call and ROTC, and where do you find a source of assistance in the dormitories and so forth. That was not answered. In many cases graduate students and upper classmen are used.

John Hocutt made two very fine suggestions that when we employ people we go over the job with the man rather than just tell him what to do, and put him to work. He also suggested that they should be given an opportunity, people in the personnel department, to join faculty clubs and other such social activities.

Another question which did not pertain to the problem was brought up, and that is how many colleges have systems of penalties for excessive absences from class. About a third of the group signified that such penalties were inflicted in their institutions.

The question came up, is it a fair statement that of all departments on the campus, the personnel group, if it has the poorest relations with its own group, are not we to blame; or shouldn't it serve as an example? I think it is pretty generally agreed that the personnel department of an institution should serve as an example for the rest of them, and they should develop

excellent relationships among their own members, and also they should do everything in their power to develop excellent relationships between the personnel setup and other colleges on the campus. It was felt that the personnel department was more responsible for this than any other.

Then a discussion of student morale was brought up, and considering the traditions that exist, almost 100 per cent felt that they had excellent student morale on their campuses at this time.

I think that concludes my report. Thank you.

CHAIRMAN REID: The Group III summary will be given by Dean Dunford, of the University of Tennessee.

DEAN DUNFORD (Group III, Conference No. IV): Mr. Chairman, I have no intention of trying to compete with some of the fine stories I have heard in this room and elsewhere. (Laughter)

I do want to say that in view of the short length of time I have had to try to get these notes together, that the excellence of the discussion we had will probably not be fully demonstrated in this report. We tried to cover at least some of the things that we felt were brought out this morning, but perhaps not amplified to the fullest extent.

There were two or three basic ideas relative principally to the principles of morale and effectiveness on the staff. We discussed first the question of orientation as was mentioned this morning, the orientation of new staff members, and the importance and significance of that from the standpoint of incorporating them into our staff, the university, and the university community.

A great many suggestions were made, and I will try to enumerate some of them. DuShane does not mind my quoting it, and I have already done it. He brought out the problem relative to coming into a position where it required considerable re-orientation of older staff members, which would probably constitute a much greater job. There came out a word, or a phrase, which I think is properly descriptive of the type of diplomatic approach that would need to be used in such a position. It would be one of "administrative artistry" where you would bring into your division or department a number of individuals perhaps who had been working elsewhere in the university, or perhaps in the same department, in a new situation, and that would require extreme tact. I think we all agreed, and he having probably the most experience with it, that a certain amount of evolution and



gradual change would have to take place.

There was some notion of disagreement with an idea that was presented this morning of the clean-sweep idea with a new administrative group coming in. I do not mean fundamental disagreement, but the final idea came out like this: The right to make a change, if necessary, but not the clean-sweep idea.

I think the implications of that are quite clear. It would be rather difficult, I believe, and very destructive for morale if coming into a new situation you swept out from an administrative standpoint practically all the personnel. I take it that was the meaning of that particular point this morning.

Another specific point given in this orientation of new members of the staff was that a rather full and adequate description of the job should be available to the man, a set of objectives, established objectives, and that he become acquainted with those; that he become fully acquainted not only with the workings of the staff, of the particular staff on which he is engaged, but also the important staff members in the university, and student leaders. That there be at least weekly staff meetings to forward this orientation of new members of the staff; that there be certain social activities in which he or she -- "she's" are involved here quite frequently it seems -- that they have an opportunity to participate in a good many social activities, both in the senior staff member's home and in teas and functions.

One of our discussants brought out this point, that you might at a tea, as the various staff members and other academic members (deans and what not) went by in the receiving line, you could point out and properly name them, and as to what you expect from them, and what you might want from them, running from the title of "dog bites puppy" thing, "no good," down to "he's a good guy."

Another point was that there be a period of time given an individual to acquaint himself with the files in the office, the reading of them. There was not much evidence that any of us had, in our group at least, a specific training program set up, or a training program definitely established. I think some attention might be given to that. Personally I think we might set up -- perhaps it does not occur often enough; perhaps we can let it occur informally -- but to new members coming into our staff, certainly some attention should be given to that problem of a rather definite training program, delegating certain of the responsibilities for the training out to other members of the staff.

In the question of employment of new members, at the time of employment -- and I think this fits rather generally with the fiscal policy of most institutions -- that the person be brought in if possible at a time when the work load is as light as possible, in order that he or she have time to acquaint themselves with the work of the organization before the stress and strain times come on as we would find in the enrollment periods in September or October when we normally begin.

It was suggested by one person that we have a weekly or at least a periodic sheet outlining the activities, particularly the activities in which the members of our staff are engaged, to avoid overloading and to produce at budget times and other times an indication to those who work on budgets something of the activities of these people over and beyond their daily stint during office hours.

Then we came to a very important question that was hit upon this morning, but perhaps not discussed at length, and that is the question of compensation of our staff members, the various kinds of compensations. Of course, it was brought out, the thing we hear expressed very frequently, the fact that we are engaged in the type of activity in which we like to be engaged, in which we ordinarily do not expect a great monetary reward; and perhaps some compensation could be made for that by challenging the individual, by goals and other types of recognition. I think then we got on a more realistic sort of approach, and I want to render credit to several of the members in the discussion group, that we should be more aggressive than we are and at times more unselfish than we are in helping or seeing to it that those who are in responsible positions, our presidents and our budgetary officers, controllers and what not, in seeing to it that they recognize the members of our staff by a proper monetary reward, in that over a period of years this matter of these psychic rewards become a little painful, and even well rounded wives will cease to be well rounded if there is not a sufficient amount of it.

The final idea that came out was that we should cooperate as we do not, perhaps more effectively, in training individuals and those who become effective in our staffs, and where we are not able to produce the right sort of monetary reward for them, financial reward, let it be known among ourselves in order that other institutions will know about them, and their market value will thereby be enhanced, and even let them go where their opportunity for service will be greater. I think this was a very significant and important suggestion.



Along with this, the question of faculty status was discussed, and another significant idea brought forth that in the counting of how many individuals are on the entire staff of the college or university, we should not be worried whether our people are called faculty members, academic faculty members, because that may produce on the part of the faculty a little ire because they think they do the work in grading the papers and so on. The two methods of counting might be carried forth, and as long as recognition of equal status and for similar training and for similar sort of experience we were getting comparable salaries, we should be satisfied.

I want to render credit for the fine discussion we had, and I want to underline again -- at least from my standpoint -- the importance of orienting our individuals well when they come in; taking time to reorient those whom we must take time to reorient, if we get into a situation such as I described in the outset; and finally, this last one, the fact that we should be -- and one of the members of our group outlined this -- pointing out the loyalty that was engendered in the particular staff. He happens to be perhaps second in the line of the staff, but his boss went to the financial authorities of the college and university and for the last two or three years has insisted on rather a strong raise for all of the members of his staff, but has not insisted on any raise for himself, and it was my conclusion that the dean did not get the raise, but he, being the type of man he was, insisted upon a rather effective raise for each member of his staff.

I do not know any better way -- while I recognize there are other factors than money, you cannot prolong indefinitely a lack of recognition, particularly in these days of advancing prices and declining values of dollars, you cannot put off indefinitely this thing as men grow older and their families increase, and their wives must be kept happy.

Thank you very much.

CHAIRMAN REID: The summary for the Group IV meeting will be given by Dean Jodie C. Smith of the University of Oklahoma.

DEAN JODIE C. SMITH (Group IV, Conference No. IV; Counselor of Men, University of Oklahoma): The first thing that we noticed in our meeting this afternoon was that many of these things, the policies, the formulation of them, depended on really the basic structure of the office of student affairs.

For those agencies who have a central head, either as a dean or vice president, under which there is a dean of men and dean of women, that is clearcut and defined. However, in the other agencies where you have the dean of women and the dean of men both reporting to an administrative official outside the office of student affairs, again you are going to have different procedures that are used.

At our meeting this afternoon we had nine heads of student affairs departments, and thirteen who work in that office. Of these members present, 22 at the time the count was taken, 12 hold academic rank, and 7 are teaching this semester or quarter.

On the formulation of policies there were two suggestions: 1) Persons who formulate policy should understand and know the institution, and 2) the technique of working with faculty representatives often eliminates many of the headaches that arise because the faculty in many cases legislate policies and leave it to the office of student affairs to administer.

On the training of staff, we were in general agreement with the presentation that was given this morning, so emphasis was given to the teamwork that should be stressed in training of both clerical and professional groups.

However, there was some concern about the church member. We were in agreement, I believe, that there should be an interest in church, but it should not be affiliated with a religious identification to one particular group.

One good suggestion that was offered was that the person who comes into your particular student affairs group should have the ability to keep confidence. In other words, if you have a person who does not have the ability to keep the secrets, the "lowdown" information that is given to the individual in his conferences with the students, you are going to run into difficulty.

Another thing about training of staff, members who come on to the staff should want to do so, since invariably the question of loyalty comes up, this thing works both ways. If you expect the dean or the vice president to be loyal to you in working with you, you should, if you are coming into the organization, be loyal to those individuals.

On professional advancement, of course there are some of us I might say who believe in the tangible returns. There are others who, when you get into a particular avenue of having been in a position so long, there is no other advancement, and that does pose a real problem.



One good suggestion that was given in the way of this morale, which is directly connected with recognition, is the availability of this person in charge of the student affairs to his staff members. One member of our group pointed out quite forcibly that his predecessor invariably gave him the idea when he went in to discuss anything with him that "I'll be glad when you leave because I have so much work to do anyway."

Each member present stated that meetings were held, some on call, some regular weekly meetings, others not quite so often.

On this idea of the responsibility of assignment, again we had a little difference, and one person summarized it fairly well for our group by stating that authority can be delegated but responsibility cannot.

There was another idea that the person coming into the office of the office of student affairs really is going to "double in brass" because if the absence of one member jeopardizes the entire operation of that office, then you are in for difficulty, if absent for illness or such trips as we have now it would prohibit a person from leaving. Some person gave the idea that job descriptions would be helpful in doing away with that program.

On evaluation of our workload, again there was quite a difference of opinion. Some wanted to mention specifically this idea of budgeting of time of activities, at different times of the semester. I thought that was very good.

Someone said there should be a final topic here entitled "Evaluation of our work," and summed it up like this: If you do not believe that your office is doing a good job, just look and compare your freshmen and your seniors.

Most of the questions that were brought up today are handled in different ways, depending on the location of the schools, the size of the staff, and what have you, particularly those situations dealing with some staff members. I think perhaps this can be crystallized more clearly by relating to you a situation that happened in one of our general faculty meetings. They are rare on our campus, perhaps one or two a year, because of the size.

There happened to be a particular privilege that was extended to men that had been withheld from women members of the campus. So the president said this would be a good time to bring it out in the open and discuss it. We also have at our university

this year some exchange professors, among them, one classic, rather aged French foreign language professor. During the time the conversation was going on, one rather rabid female member of the faculty was getting up just giving the vice president, who was chairing the meeting, a very, very hard time, and immediately she came out with, "Well, after all, there is but little difference between faculty men and women." Immediately from the rear of the room, up jumped this little old greyhaired man and said, "Vive la difference." (Laughter)

CHAIRMAN REID: The last report for the technical institutions is my good friend from north of us, a neighbor, Dean Burger from the Colorado School of Mines.

DEAN WILLIAM V. BURGER (Group V, Conference No. IV; Dean of Students, Colorado School of Mines): This is going to be short and to the point.

The group with which we were associated this afternoon had another problem that they wanted to devote the time to, and they said we will go on record as agreeing that the presentation this morning was most forthright, clear and concise, that we can all benefit from it, and therefore we will go on record as approving in its entirety the morning report of the panel. So that is our report.

I did want, however, to close by having reference to Hoogesteger's name, this one which he told about having been corrupted so many times.

CHAIRMAN REID: Gentlemen, we are running very short of time, so we are going to pass over the discussion of this topic, and if you have any questions, please hold them over until morning and we will now go immediately into the annual business meeting. Thank you for your reports, gentlemen. (Applause)

... President Spathelf resumed the chair ...

PRESIDENT SPATHELF: Thank you, Juan, and gentlemen.

We will declare the Annual Business Meeting in session. We have before us as the first order of business the report of the committee of nominations and place. As you know, this committee is made up of all past presidents in attendance, further by elected members of the membership. In this instance, we had the great pleasure of having all of our elected members present. We also had all our alternates present, so thus we had a considerable bit of counsel for the recommendations that are coming forward.



Reporting for this committee today is Vice President J. J. Thompson, St. Olaf College -- Past President, I should say, in 1941.

VICE PRESIDENT J. JORGEN THOMPSON (Asst. to President, St. Olaf College): Thank you, President Spathelf.

Don Gardner was the ranking president as to time of service, but he had to leave this afternoon and so you will have to be satisfied with the type of a report that a poor westerner can give you.

Before mentioning or reading our first recommendation, I want to say that the committee was up against the question of recommending to you three places, places for the next three years, because the men of the west coast asked that they be given time between now and '56 to make satisfactory arrangements, financial and other arrangements, for the Conference to be held on the west coast.

It is the recommendation of your Nominating Committee that the next Conference of the National Association of Student Personnel Administrators meet May 1st-4th, 1954 at the Roanoke Hotel, Roanoke, Virginia. We further recommend that the Conference meet in 1955 at Purdue University, Lafayette, Indiana; and that it meet in 1956 at the University of California at Berkeley California.

PRESIDENT SPATHELF: You have heard this recommendation of the Committee on Nominations and Place. What is your pleasure?

DEAN STONE: I move the adoption of this report.

DEAN BOLDT: I second the motion.

PRESIDENT SPATHELF: The motion is duly made and seconded. Is there any further discussion?

DEAN MATTHEWS: Mr. Chairman, I would like to know what other schools were considered for next year, and I would also be interested, for some of us who may sometime in the remote future be interested in bringing this group to our campus, in knowing what is involved expense-wise. I notice comment was made that "due to the necessity of making financial arrangements" -- I believe that was the statement that was made -- that they want a little time.

PRESIDENT SPATHELF: Jack, on that point, the "financial

arrangements" that have been referred to here is the opportunity for our membership to see to it that their travel budgets are sufficient to carry larger items for travel than probably would be the case in the next year, you see.

As to the other point, the question is what other invitations were there that were considered.

VICE PRESIDENT THOMPSON: Mr. President, I could not name all the schools that were considered. I wish to make this explanation: It is the practice of the committee to arrange for our conventions so that the conventions are held at different parts of the country. As you will notice, this next convention will be held in what we consider the southeastern part of the country.

Then the largest number of members come from the middle west, and so we had a number of invitations and we were considering a large number of places. I could not name them now. I suppose Mr. Nowotny would be able to name quite a list of them. We gave very careful consideration to the invitations we had, and Purdue was the institution we decided unanimously to recommend.

Then we go to the west coast, and then we will come back to the middle west again, and then we will most likely, later on, go to the north east. Does that satisfy your question?

DEAN MATTHEWS: Very much, sir. Thank you.

PRESIDENT SPATHELF: Are there any other questions on the motion?

DEAN ZILLMAN: Is that May 1st business going to set a precedent for the following years?

VICE PRESIDENT THOMPSON: No. This committee does not set the time, but in taking up the matter with the hotel at Roanoke -- and it was our good Secretary, frequently, who did the telephoning -- they said that the only dates they had open for a year from now were the dates May 1st to 4th. I am glad you brought that out, because it was not the intention of the committee to establish a new practice, but we were simply forced into the situation.

PRESIDENT SPATHELF: One of the problems I think we all ought to be aware of is that the increased size of our membership and our participation makes it difficult to get accommodations as easily as it was formerly when we had conferences of 150 and 160 people. We now must plan on at least 300 or possibly more, when



you consider the membership, their wives, and our guests who are coming in. So this is a continuing problem.

Is there further discussion on the motion?

DEAN GUTHRIDGE: We are mighty pleased that you are coming to Virginia, and we hope that the fine schools in that state will be able to make you feel comfortable and as much at home as we have been made to feel here at Michigan State. Thank you.

PRESIDENT SPATHELF: Thank you very much. The motion is before you now. Are you ready for the question?

... The question was called ...

PRESIDENT SPATHELF: All those in favor signify by saying "aye." Contrary. It is carried and so ordered.

VICE PRESIDENT THOMPSON: It is further the recommendation of your nominating committee that the following names be placed in nomination as officers of the National Association of Student Personnel Administrators for the ensuing term:

For the Office of Vice President:

Fred H. Weaver  
University of North Carolina

Edward G. Williamson  
University of Minnesota.

Now we have no first and second vice presidents. They are, as I understand it, of equal rank.

PRESIDENT SPATHELF: Right.

VICE PRESIDENT THOMPSON: So the names here were simply placed alphabetically.

PRESIDENT SPATHELF: You have heard the recommendation of your Committee on Nominations. What is your pleasure?

DEAN RAY C. PELLETT (Dean of Men, Western Michigan College): I move that the report be accepted.

DEAN HYINK: I second the motion.

PRESIDENT SPATHELF: The motion has been made and

regularly seconded. Are there any other nominations from the floor?

... The question was called ...

PRESIDENT SPATHELF: All those in favor of the motion signify by saying "aye." Contrary. It is carried and so ordered.

VICE PRESIDENT THOMPSON: There is no nomination for the office of Secretary inasmuch as Secretary Fred Turner has two years to serve. (Laughter)

PRESIDENT SPATHELF: Is there any objection to this observation? (Laughter and applause) I like that phraseology, "two years to serve." (Laughter)

VICE PRESIDENT THOMPSON: I'd like to see where you could find a man to serve better than Fred does.

Now comes the final recommendation. For the office of President the committee is happy to nominate Robert M. Strozier of the University of Chicago. (Applause)

PRESIDENT SPATHELF: What is your pleasure concerning the recommendation of the committee?

DEAN LONGNECKER: I move we adopt the report of the committee.

DEAN RICHARDSON: I second the motion.

PRESIDENT SPATHELF: The motion has been made and seconded. [The question was called] All those in favor signify by saying "aye." Contrary. It is carried and so ordered.

If those gentlemen involved will come to the platform, we will now proceed with another important item, which is your committee on resolutions.

DEAN STONE: President Vic and Distinguished and very wise Members of the Committee on Nominations and Place (laughter), and Distinguished Colleagues: On behalf of the distinguished deans from the great Pacific Slope, and as their duly appointed representative, I wish to say a word in appreciation of the action recommended and adopted with reference to 1956. In honor of this occasion, I have just the last few moments written a beautiful poem. (Laughter)

PRESIDENT SPATHELF: I think we might consult the



membership. What is your pleasure? (Laughter)

DEAN STONE:

Two thousand miles we travelled,  
Two hundred Deans we saw.  
We liked the gang so doggoned much,  
We invited old NASPA  
To Berkeley, California, in 1956.  
We hope you all are coming,  
A welcome we shall fix.  
If you're worried about the cost,  
Plain 'rithmetic will show,  
The cost from East to West's the same  
As West to East, by Joe." (Laughter and applause)

PRESIDENT SPATHELF: Well, Hurford, I think you sense the appreciation of the group for your poetic sentiments, and they have now been immortalized in the script. (Laughter)

We have a committee on resolutions. This has been composed of Dean Wesley Lloyd, Chairman, Dean Godolphin, Dean Jarchow, Dean Mallett, Dean Rea, Assistant Dean Rollins, Dean Simes and Dean Somerville. Dean Somerville is reporting for the committee on resolutions.

DEAN J. J. SOMERVILLE (Dean of Men, Ohio Wesleyan University: Committee on Resolutions): Mr. President:

#### RESOLUTION 1

Whereas, Michigan State College, as host to the Convention, has furnished the remarkably convenient and useful facilities of Kellogg Center for the Thirty-Fifth Annual Conference of the National Association of Student Personnel Administrators, and

Whereas, Dean Tom King and members of the host committee, made up of officials of Michigan State College, the University of Michigan and Wayne University, have through meticulous organization completed and administered local arrangements for the conference; be it hereby

RESOLVED: That the Conference express its gratitude and appreciation to -

A. The administration of Michigan State College, to Dean Tom King, and to Miss Ann Heiss, chairman of the committee on program for wives, and

B. To the management of Kellogg Center and its student

assistants who with courtesy and understanding are conducting one of the unique procedures in American Higher Education, and who provided the resources of Kellogg Center for the 241 registered guests at the Conference.

Mr. President, I move the adoption of this resolution.

PRESIDENT SPATHELF: This resolution has been moved for adoption. Is there support?

DEAN FOGDALL: I second the motion.

PRESIDENT SPATHELF: Is there further discussion? All those in favor of this resolution say "aye." Contrary. It is carried and so ordered.

DEAN SOMERVILLE: Resolution 2:

Whereas, it is the expressed opinion of many of the members of the Association that the program presented at the present conference is among the most helpful and useful in the history of the Association; be it

RESOLVED: That the membership of NASPA express its appreciation to President Victor F. Spathelf, to Vice-Presidents Everett Hunt and Donald M. DuShane, and to Secretary-Treasurer Dean Fred H. Turner and his secretary Miss Hazel Yates, to the Executive Committee and to the Commissions of the Association for their effective work and organization of the 1953 Conference program.

Because of the nature of the resolution, I wish to hear from the floor a motion for its adoption.

DEAN BEATY: I move that the resolution be adopted.

DEAN CONNOLE: I second the motion.

DEAN SOMERVILLE: The motion has been moved and seconded. All those in favor signify by saying "aye." Contrary, the same sign. Carried.

### RESOLUTION 3

Whereas, the guest speakers of the Conference have given practical help and far reaching support to the administrative problems now faced by the Association and by its individual members, be it



RESOLVED: That letters of appreciation be sent to those persons who delivered major addresses -- namely, President Victor F. Spathelf, President Ralph McDonald, Dean Elmer Ellis, and Mr. Ray Kettler, who have addressed the conference, and in proper time to Dr. David D. Henry, who is scheduled to deliver the address at the annual banquet.

Mr. President, I move the approval of this resolution.

DEAN QUINN: I second the motion.

PRESIDENT SPATHELF: Any further discussion? All those in favor signify by saying "aye." Contrary. It is carried and so ordered.

DEAN SOMERVILLE: Resolution 4:

In recognition of the responsibilities of this Association in emphasizing the effective organization and administration of student personnel services, and with an understanding of the need for further clarification among national professional agencies related to student personnel services as pointed out by President Spathelf in his opening address to the Conference, and in recognition of the desirability of a continuing working relationship between NASPA and the Commission on Student Personnel Services of the American Council on Education, and further in consideration of the recent appointment of President Albert C. Jacobs as Chairman of that Commission, be it

RESOLVED: That the National Association of Student Personnel Administrators convey through proper channels, to President Albert C. Jacobs, Chairman of the Commission on Student Personnel Services of the American Council on Education a message of support of the program and function of the Commission, and a willingness of this organization to cooperate in every appropriate way in working out the program of the Commission. Be it further

RESOLVED: That copies of the reports of the Commission on Professional Relationships, the Commission on Development and Training of Student Personnel Administrators, and the Commission on Program and Practices Evaluation, with an appropriate letter of transmittal from the Association, be forwarded to President Jacobs in order to point out the work the Association is now doing in this area of activity.

Mr. President, I move the approval of this resolution.

DEAN BEATY: I second the motion.

PRESIDENT SPATHELF: The resolution has been moved and supported. Any further discussion? All in favor signify by saying "aye." Contrary. It is carried and so ordered.

DEAN SOMERVILLE: Resolution 5:

Whereas, during the past year death has taken, Dean Franklin Thomas, a recent member of our Association, and Dean J. A. Park, one of our esteemed members, a past president and our host for two annual meetings, an influential leader in national organizations, an outstanding leader influencing the lives of thousands of students; be it

RESOLVED: That this Convention stand one minute in silent tribute to the memories of Deans Park and Thomas.

PRESIDENT SPATHELF: You will indicate your concurrence by standing.

... The audience arose and stood in silent tribute to the memories of Deans Park and Thomas ...

DEAN SOMERVILLE: That is all of the resolutions.

PRESIDENT SPATHELF: I thank this committee for its work in bringing these resolutions to our attention.

Are there other matters which should come before the convention?

DEAN ERICH WALTER: I apologize to the conference for bringing a proposed resolution at this late date. However, the subject of the resolution I think is a very important one to all of our students who are self-supporting.

As you know, a student may now earn \$599.00 before that sum is effective upon his parent's income tax. As a consequence, he often comes to a college or university with that much money, and finds himself, of course, in need of more, but in order not to embarrass his parents he cannot work while he is in school. When this law was passed the dollar was worth a lot more than it is now. So I should like to suggest, for transmittal by our executive committee to the most effective channel, this resolution:

RESOLVED: That NASPA urge the Congress of the United



States to increase from \$599.00 to \$999.00 the total amount of money a student may earn each year before his parent's income tax is affected."

PRESIDENT SPATHELF: Are you making that as a motion, Dean Walter, at the present time?

DEAN WALTER: Yes, I would like to make that motion.

DEAN FOGDALL: I second the motion.

PRESIDENT SPATHELF: The motion has been made and supported. My understanding is that this would be prepared in the form of a resolution from the floor, and would be transmitted to the executive committee for transmittal through whatever hands they feel is most effective to reach the source that you indicate.

DEAN WALTER: Correct.

PRESIDENT SPATHELF: Is there discussion on this motion?

DEAN W. B. SPRANDEL (Dean of Men, Albion College): Might this be amended to cover a full time student, rather than just leave it as a student?

PRESIDENT SPATHELF: The question has been raised as to whether this should be amended to cover a full time student rather than as was stated, just a student?

DEAN WALTER: I would certainly be willing to accept that.

PRESIDENT SPATHELF: The mover of the motion is willing to accept this so that we obviate certain parliamentary procedure. Is the seconder of the motion willing to accept this?

DEAN FOGDALL: Yes.

PRESIDENT SPATHELF: This would now indicate that this proposal is applicable to the instance where the student is a full time student. Is there further discussion on this motion?

... The question was called ...

PRESIDENT SPATHELF: The question has been called. All those in favor signify by saying "aye." Contrary. Let's have a show of hands please. All those in favor of the motion raise your hands please. [Count was made] Those contrary, will you

please raise your hands? [Count was made] The motion is carried, 90 in favor, 20 opposed.

Is there further business that should come to the attention of this body? I should say to you that this will probably be the last formal session of this kind involving so many of us in this room. We have the banquet this evening, and tomorrow morning we have a general session for those of you who are yet remaining, and a number of the membership will not be here at that particular time.

I want to personally tell you how much I have appreciated, and I know your officers, our executive committee, have appreciated your faithful attendance and participation in these meetings. I have heard many comments concerning the helpfulness of it, and the genuine sincere spirit of inquiry and exchange of ideas which have been manifested in these meetings, but there is no one to blame for this other than yourselves, and therefore you may take the credit for it. I think it has been an inspiration to those of us who have carried responsibility to see this kind of response, and I want you to know this in our behalf.

Traditionally at this point we call upon our Vice-President-Elect to come to the platform. Because of the lateness of the hour, and because of previous transportation commitments, one of our Vice Presidents, Dean Williamson, stood out here for quite some time, but had to leave in order not to miss his plane. Somewhere around here we still have the other Vice-President-Elect, Dean Weaver. I do not know what calamity has befallen him but at the present time he is not yet available.

So failing the presence of these two gentlemen, we are going to have to forego that traditional privilege of hearing from them. I want to take this opportunity, also in traditional fashion, to call upon the President-Elect and give him this block of wood up here, which will fortify him for a few appropriate comments which I know you expect from him.

Gentlemen, I am happy to present to you your President-Elect.

... Applause as the gavel was presented to President-Elect Strozier ...

PRESIDENT-ELECT STROZIER: I hope it is a testimony to my modesty that I do not have a prepared address at this time. (Laughter) I really have but few remarks to make on this occasion.



I should like to say, however, that my professional relationships in this organization are those which have meant most to me in these years in which I have been associated with this organization. It seems to me that I have been able to see, and in some small way participate in, the real growth of an organization which has been through growing pains, and which is still growing, not just in size but in quality, and in seriousness of purpose, and at the same time, without losing the kind of conviviality and good spirit and camaraderie that have existed traditionally in this organization.

I hope that we shall never be so large and so serious that we should lose those qualities.

I hope, however, that we shall continue the trend which we have started in taking a more serious look at our professional status, in studying to improve ourselves, in making the voice of our organization felt throughout the entire country. I think that the kind of leadership which has been provided this organization in the past years is entirely exemplary.

I approach the job with humility and with complete devotion to it. I hope very much that I can serve you well.

Thanks all. (Applause)

PRESIDENT SPATHELF: Thank you very much, Bob, and I know that this applause indicates the equal resolve on the part of the membership to work closely with you and your official group, and I know that the result of such working together can do nothing but produce further progress.

This other gentleman that we have referred to as being around has appeared. Mr. Vice-President-Elect, will you come down here and be known before this group?

... Applause as Vice-President-Elect Weaver came to the platform ...

PRESIDENT SPATHELF: Do you have words of wisdom for our fellow compatriots?

VICE-PRESIDENT-ELECT WEAVER: No wisdom, only trepidation.

PRESIDENT SPATHELF: We are glad to welcome you among our official family.

VICE-PRESIDENT-ELECT WEAVER: Thank you.

PRESIDENT SPATHELF: Good luck. (Applause)

Are there any further items of business before this session closes? If not, I declare the session adjourned. We will see you at six-thirty.

... The Annual Business Meeting adjourned at four-fifteen o'clock ...

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## WEDNESDAY EVENING BANQUET SESSION

April 8, 1953

The Annual Banquet Session convened at six-forty-five o'clock, President Spathelf presiding.

PRESIDENT SPATHELF: Ladies and Gentlemen, we will come to order. Our good friend Dean Ray Manchester will ask the invocation.

DEAN R. E. MANCHESTER (Dean of Men, Kent State University): For this occasion, celebrating 35 years of constructive achievement in the field of human relationships,

For this gathering of those who are dedicating their lives to the cause of better understanding and more delicate appreciations, and

For the dreams, the ambitions, the aspirations, the hopes and the faiths of those here assembled,

Our Father, we express sincere and humble thanks. We pray that we may be ever worthy of the bounty and ever sensitive to the responsibilities inherent in our chosen tasks. Amen.

... Dinner was served ...

PRESIDENT SPATHELF: Ladies and Gentlemen, the hour is at hand. This convention has reached the stage where I now begin to appreciate how happy Truman felt after Eisenhower was elected, even to the extent that Bernie down at the right end of the table here tells me that he is arranging a trip to Hawaii for me, because it has become customary for every ex-president to go to Hawaii. (Laughter)

I think at this time you should have the privilege of hearing the new President, and hearing of some of the matters of state that affect some individuals in this room. Thus I am delighted to present to you, your President-Elect, Bob Strozier. (Applause)

PRESIDENT-ELECT STROZIER: Thank you very much, Vic. I am glad if I have to be identified with a politician, that it is Eisenhower instead of Truman. (Laughter) I am also a life-long Democrat, I may say. (Laughter and applause)

You will hear from me probably too much in the future, and I shall not impose upon your good nature this evening, other

than to make one or two needed announcements.

One is to announce the members of the Executive Committee for the coming year, and to call a meeting in Room 215 in this building immediately after this dinner this evening. None of these people have been notified about their selection for the Executive Committee, but I would like to present them one by one. I think all of them are in the room. They will be presented alphabetically and not by order of importance, necessarily.  
(Laughter)

... Applause as the members of the Executive Committee acknowledged their introduction:

Cornelius B. Boocock, Rutgers University  
Broward Culpepper, The Florida State University  
Paul C. Eaton, California Institute of Technology  
John P. Gwin, Beloit College  
Tom King, Michigan State College  
John H. Stibbs, Tulane University ...

PRESIDENT-ELECT STROZIER: It is a great honor to present these members of the Executive Committee, and I hope that they, and the new Vice-Presidents and I will be able to steer this ship in calm waters for the next year. Thank you. (Applause)

PRESIDENT SPATHELF: As a quickly fading president, one of my obligations is to quickly shed from my shoulders all of the remaining responsibility that I did not successfully delegate throughout the year, and thus I shall attempt to do that very quickly tonight, and cast the rest of the responsibility of the program upon the Toastmaster.

Before I do this, I should like to tell you one story, and I tell this for a couple of reasons. One is that it has absolutely no relationship to the Toastmaster. Secondly, I understand that there is some virtue in consistency, and since I started out this program with reference to jackasses, I am going to finish it up. (Laughter)

It seems that there was a president who had reviewed very carefully the proceedings of this fine association over the years, and upon arriving at a new station he looked over the roster and found he had no dean of students. Not being a very alert president, and not knowing very much about what was going on in the world, he did not know what to do after he had appointed his dean of students. In other words, he didn't know what a dean of students was for, and so he cast about, giving the dean a lot



of jobs to do. Upon this particular occasion he was interested in giving a lawn party for the faculty on the college green, and being a very solicitous president for his faculty and staff he was determined that this occasion should not occur in inclement weather. So he decided, among other things, to cast upon the dean of students the responsibility of determining for him whether or not it was going to be good weather upon this occasion.

The dean, of course, was a little bit out of character at this point and not knowing what else to do, and never having known what to do, he did the best he could. He went about, finally ascertaining in his own judgment that it would not rain. So the plans for the lawn party went ahead, and the president appropriately draped himself in a Prince Albert and top hat and proceeded to walk down the street, several blocks from his palatial residence to the green of the campus, and on the way he chanced to meet a farmer. The farmer said to him, "President, you are taking an awful chance today, aren't you, coming out in all of this finery?"

The president said, "Well, what do you mean?"

"Well," said the farmer, "it's going to rain and you're going to get all wet and them fancy duds what you got on is going to get soaked."

The president said, "That can't happen. I have a dean of students, and the dean of students, after careful analysis has told me that it isn't going to rain. I thank you very much for your concern," and on he went.

'Lo and behold, about five minutes after he had arrived at this lovely occasion, down came a downpour, and the president, of course, was appropriately irritated. He quickly reversed his field and walked down the street again to search out the farmer. He said, "How did you know that it was going to rain?"

"Well," the farmer said, "That's simple. I got a jackass out in my barn. When it's going to be good weather, the ears of the jackass stand up straight, and when it's going to be cloudy, the ears are out this way, and when it's going to rain, the ears are practically draped on the forelegs of the animal, and today that was the situation."

"Well," the president said, "That settles it. I'm going to fire my dean of students and hire the jackass." (Laughter)

That's all there is to the story, (laughter) except that this accounts for the instances where, when you have a damn

fool as a president, you are liable to have a jackass as a dean of students. (Laughter)

I am very pleased to present to you "Shorty" Nowotny. (Laughter and applause)

... Dean Arno Nowotny, University of Texas, assumed the chair ...

TOASTMASTER NOWOTNY: There are four young men who were waiting patiently, the Male Quartet from Michigan State, the Statesmen. If you men will come up here behind me, I will make an announcement while you are coming up here.

... Announcement ...

TOASTMASTER NOWOTNY: The Statesmen, Male Quartet.

... Musical selections by the "Statesmen" ...

TOASTMASTER NOWOTNY: Thank you "Statesmen," and Spartans. That might have been improved by a little bit of Texas flavor, but you'll learn. (Laughter)

... Introduction of guests at head table ...

TOASTMASTER NOWOTNY: Our speaker doesn't know that it is customary before he is presented that a lot of stuff goes on up here. (Laughter) Far be it from your toastmaster to try to emulate Bill Tate of Georgia, or the Hoosier poet, George Davis, but we have a little hillbilly philosophy that we will probably be using for a few moments.

Before we do that, I hope some day some vigorous assistant dean will want to write a thesis or dissertation on the history of NADAM and NASPA. Maybe not the 35-year history, but certainly the 50-year history, or whenever it is written. And in that history would be a lot of names that would make up a lot of wonderful chapters. This organization has had a colorful story, a colorful history; a lot of near-disasters, and a lot of dips and ups and downs, but always sincerely trying to hold standards that we thought were honest and worthwhile.

I hope you will pardon the reference that one of those men that I met at my first convention 27 years ago was Tommie Arkle Clark. I have heard people from Illinois who swear to this day that Tommie Arkle had a spy system, a stooge in every fraternity; there are alumni who actually believed that.



Another says Tommie Arkle was not interested in the ordinary boy; he was interested in the fraternity man. I was one of those persons who admired and respected Tommie Arkle Clark. We had been at Boulder at the convention that year, where I first attended, I think, about four hours when he was on the front page of the Denver Post. I don't care whether he was in Cairo or Paris, he made the front page. He was good copy. Magazine articles were either written by, or about him.

He started a custom, and I want you to go back home sometime next week and look at your library and pick out three volumes about or by this man. One is called "Sunday Morning 8 O'clock." A little column that appeared in the daily "Illini", a little philosophy to the students and friends and alumni.

Then "Discipline and the Derelict," or those who have tread the green carpet.

Then a little modest, unassuming title, "On Letter Writing." I was startled when I read that book with what it taught me about counseling, about communications, about which we talked so much in this convention.

I have a friend -- to show you what influence people have -- I have a friend and a colleague on our faculty who first told me about that book in our journalism department, incidentally, and he has a custom of writing a letter or two every week to some people he wants to commend, and then he picks out some people who irritate him, and he is afraid he might begin to even hate them, and he finds that it does something to him, so we never know -- it was like Oliver Wendell Holmes once defined a statesman. He could also define a dean that way, that a real dean is a man who realizes long after he is gone and forgotten, people in institutions move to the measure of his thought and influence.

I do not know what happened, but there has been another letter writer in this Association, and January 21 and 22 of this year the Ohio Bell Telephone Company has a program they call "The Ohio Story," directed by Nelson Olmsted. Modesty permits me to tell you he is a Texas graduate. He is. (Laughter) It is a ten minute broadcast of something important, some personality or some event in the state of Ohio. So this network carried the story about the dean, a dean for 25 years -- just the opposite of Tommie Arkle Clark -- who has attended these conventions, modestly, quietly, and serving the young men and women of Kent State. He has written nine books and endless treatises and articles. Yet his greatest fame probably is in this weekly publication. He was talking to a freshman one time who was going to drop out about the

first or second week. Dean Manchester said, "Why do you want to quit? You just started." He said, "I'm tired of being pushed around. I've had enough of this. If you want to tell me more, write me a letter." So that gave him an idea. Write him a letter. Maybe that wasn't so bad. So for the last 17 years he has been writing a letter to the student body; every Saturday morning it reaches every student, and now alumni who used to take it lightly treasure those letters and want to be on the mailing list, and parents also. And during World War II those letters went to GI's all over the world, and it caused conventions of Kent State men in Cairo and in Paris, and now in Korea.

So I thought it appropriate that when he was rounding out his 25 years and he will retire that maybe the memories of those letters and contacts he had with his boys, all over the world, and the memories of this particular occasion might add gold to his sunset.

Ray Manchester, we are proud to have you among us, and we are happy to have you here tonight. We want you to take a bow. (Applause as Dean Manchester arose)

I have a lot of notes down here that have to do with introduction of a speaker.

The best introduction ever made of a speaker was one I heard when I was in a little German town in south Texas. I was supposed to deliver a commencement address, and this man was of German origin -- never made a speech in his life. He started in as follows: "I've been asked to introduce the Dean Nowotny who is to speak to you this evening. I have now done so and he will now do so." (Laughter)

I wish I could remember my president's admonition that every speech is doubled in value when cut in half, and that is also true of introductions.

Vic brought me to this scene with a jackass story, and I know quite a bit about that setting. (Laughter) I have a friend on our faculty who called a colleague of his a mule. He said, "The next mule that I saw I apologized to." (Laughter)

For the benefit of the ladies and some of the members present, I do not think you need an introduction to the speaker this evening, but you may need an introduction to the toastmaster, so I am going to introduce him to you. He has seen 53 winters. I know he looks a lot older than that, but that is because he has seen a lot of hard summers in between. (Laughter)



I was born in New Braunfels, Texas, in a part of town that I called Mortgage Heights, but the people all called it Billy Goat Hill. Some of the neighbors didn't like that name, so they changed it to Angora Heights. (Laughter)

Just recently I picked up a book about Judge Roy Bean, entitled "The Law West of the Pecos." Judge Roy Bean had his court in one end of the room and over at the other end there was a saloon. One time Lillian Langford paid a visit to Judge Bean, and it was very interesting. I remember reading that one time they brought a dead Chinaman into the courtroom, and he said that in the law books he couldn't find any law against killing a Chinaman, but he found a pistol and \$10.00 on the Chinaman's body, so he fined the body \$10.00 for carrying a weapon. (Laughter) He asked Lillian Langford how old she was, and she said, "I'm not old for a cathedral, but I'm pretty old for a lady." (Laughter) I guess I'm pretty old for a dean too, I'll tell you.

I have a little wife in the audience whom I call Lavern. She calls me "Shorty," but when she calls me "Arno," I say, "Yes, Mamma." (Laughter) I bet you Arno Haack knows what I'm talking about. (Laughter)

I have one daughter who is 15 years old who is at that age now where she sees all, knows all, and tells all. (Laughter)

This is enough corn. You know, the students at my school say that when Nowotny dies we are not going to bury him, we're just going to shuck him. (Laughter)

Anyhow, if I were to reminisce about stories, I remember Vic Moore used to say that he could recite the longest poem in the English language, and that poem was "The Antiquity of the Microbe," and the poem was "Adam Haddam." (Laughter) That reminds me of the poem:

Look at the happy moron.  
He doesn't give a damn.  
Sometimes I wish I were a moron.  
My God! Perhaps I am. (Laughter)

I know of a man who wrote this little jingle on his mother-in-laws tombstone in the heart of Texas:

Here lies the body of Susan Proctor.  
She got sick and wouldn't doctor.  
Got in bed, but wouldn't stay.  
All Praise to Him from Whom gifts flow. (Laughter)

Then there was a man who had inscribed on his wife's tombstone: "Kicked to death by a longhorn steer, July 5, 1919. Well done, thy good and faithful servant." (Laughter)

This convention has been an unusual convention. I want to say to Tom King and Dean Crowe, that I have been amazed at the courtesies extended to us by the waiters and the elevator girls and the porters, or whatever you call the young men who have been waiting on us. It has been a delightful place to have a convention, and I hope you will invite us back again, Tom.

There was an old Texas boy who went up to Alaska on a big deer hunt, or moose hunt, or something. They were coming back and were loaded to the gills, and the lead dog swallowed a bone and died overnight. They were worried about this load, and in the morning the Texan said, "Do you think we'll get back all right?" The old trapper said, "Don't worry, Old No. 2 will take us in, and besides, he'll enjoy the change of scenery." (Laughter)

The best story I know about getting together and comparing notes with each other is about a certain Texas rooster. This rooster had been cooped up in a place about as big as this room, and never had been anywhere. He'd never been to Michigan State and so on. (Laughter) Finally, the old rooster got out one day and started wandering around the place. Next door was an ostrich farm, and he strutted around, and all of a sudden he saw one of these great big ostrich eggs.

He was just amazed, and he was struck with a grand idea. He took this egg and started to push it home. He rolled it all the way to his own backyard and said, "Girls, I don't want to criticize, but I want to show you what others are doing." (Laughter) This thing just goes on and on.

I know the speaker is getting nervous and so am I.  
(Laughter)

We talked a lot about direct and indirect counseling, and about humanists and what not. As I said the other morning, I don't know whether I belong to the group who want to humanize the scientists, or simonize the humanists. (Laughter) But I have come to this conclusion, that there isn't any single or easy road to balance or perspective in this business of trying to be an effective dean. This education business kind of worries me anyhow. I met a man the other day who didn't have an education. He hadn't had any counseling courses, no training, and yet he was getting very rich in this little community. Finally a man went up to him and said, "How do you do it?" He said, "I just make my



money betting on the horses." He asked, "How do you win all the time?" He said, "Well, that's very simple. I just take the day of the month and multiply it by the month of the year and bet on that number. For instance, today is the 5th and this is the 7th month, so 5 times 7 is 12. I just bet on number 12, and she wins." This fellow said, "Listen boy, that isn't 12." He said, "I'll be damned. If I was as smart as you I'd be broke." (Laughter)

I have an old hillbilly friend of mine who taught me a lot about counseling, and he said to me, "You know, Nowotny, you can't no more teach what you don't know than you can come back from where you ain't been." (Laughter) I think he has a lot of counseling philosophy there.

Coming up here I was talking to a Jewish friend of mine and he told me this story. This is appropriate since we have just passed the Easter season. In the Jewish faith they have small sects who worship in the synagog every time they have these holiday seasons. A lot of these Protestants go to church twice a year, but they do it differently. They go four or five times a year, and they have to buy tickets to get in there.

During Passover it was very crowded and everybody had to have tickets to get in. This man came up to the door and he didn't have a ticket, so he said to the man at the door, "I want to go in for just a minute to see my brother. The man said, "If you don't have a ticket you can't come in." He said, "But I just want to go inside and see him and then I'll come right out." He said, "All right, you can go in, but don't let me catch you praying, boy." (Laughter)

I go from there to Easter, and I have another egg story written down here some place. There was a little town of Flugerville, one of the suburbs of Austin, that has a very wonderful store in it. You can buy anything there from peanuts to cultivators. An old man runs the store who has a lot of philosophy, and he will spend 30 minutes on a customer who won't buy anything but a nickel's worth of sugar. They had a cat and the cat gave birth to some kittens and got run over about the same day. There were these little kittens left all alone in this store, but there was an old hen in the store, and this hen took over those kittens and started sitting on the nest.

A travelling salesman was in the store at the time and he said, "Isn't that wonderful, that rooster taking care of those kittens as though they were his own!" A little boy came into the store to buy a nickel's worth of licorice and after he got the licorice and was chewing around on it the salesman said to him,

"Young man, what do you think about this. Here's this hen taking care of these kittens. Isn't it wonderful? What do you think about it?" The boy looked at the hen sitting on the kittens and said, "I don't know, but I think I've eaten my last egg." (Laughter)

You know, in our psychology department they argue about the permissive school and the other school. Well, a lady had two of these permissive children, aged 4 and 6, and they had company so they sat Auntie right between them to sort of hold them down and keep them from embarrassing everybody. The boy aged 8 said, "I learned two naughty words today." His mother wanted to know what they were and he wouldn't tell her. Auntie said "They were 'butch' and 'bush'." The littler boy said, "It's a good thing you didn't tell Ma, or she'd slap hell out of you." (Laughter)

Going from permissive children to dogs. This is sort of a sequel to the Yukon story. This is a story about a Soviet dog. He got past the Iron Curtain and went into West Germany. He looked well fed, and he said, "Yes, I get three meals a day." He looked like he was clean, and he said "Yes, I get a bath every day." They said, "What do you want to come over here for?" He said, "I like to bark." (Laughter)

But there is one church story that happened during the Easter season. This man didn't want to go to church. He didn't believe in going to church. He didn't think that added anything to a man's philosophy. Finally, his family prevailed upon him to go to church, so they all went to the Methodist church in this town, and they sang hymns and everything else. Finally, a young man got up in the pulpit and announced that Dr. Smith was called out of town so this young interne -- whatever they call these young preachers (laughter) -- said that he was going to preach, and he was going to speak from the fourth Chapter of Mark, third Verse, "Peter's mother lay ill with fever." And for an hour and ten minutes he laid it down the line. When that man got home he was just burning. He was so mad he wouldn't speak to any of them. He said, "I'll never go inside another Methodist church. Those Methodists, those shouting Methodists, those singing hypocrits." He was really mad. He was so mad that he said, "I'm going to a Baptist church tonight just to spite you all."

So he went to a Baptist church in town, and they had responsive reading, and some man in the audience got up and prayed. Then a man rose up in the pulpit, and there he was. Dr. Jones had become ill, and so here this same young man was preaching, and he said that he would choose for his text the fourth Chapter of Mark, third Verse, where it said "Peter's



mother lay ill with fever." He went an hour and a half that same night on that same subject.

When he got home he was fit to be tied. He was boiling over. The next morning when he went to work he was still mad. He got on the streetcar, and there was one seat vacant, and who should come in but this young preacher and he sat down right next to him. He was so mad he moved as far away from him as he could. The streetcar stopped, and they found that a funeral procession was going by and they had to wait there until that passed. When the streetcar stopped the young man said, "I wonder who is dead?" This old boy didn't answer him. Then the young man said, "I wonder how long we are going to wait here?" Finally the old boy said, "I don't know how long we are going to wait here, and I don't know who's dead. It could be Peter's mother. She was sick as hell yesterday." (Laughter)

Well I think that is enough imposition on our speaker. You know, all you need to be a public speaker, Doctor, is a public. (Laughter) I made some research about this speech making. If you would take all of the convention speakers and all the political speakers and all the men who speak at banquets -- Rotary Clubs and what not -- I figure there would be about 10-million speeches a year in America. That is the cheapest form of entertainment we have -- that and male quartets, I think. (Laughter) If they average 30 minutes a speech that would be about 300 speech-years. And I figured out that if old Patrick Henry had spoken continuously since 1775, he'd have about 30 more speech years to go. That is a little research I thought I'd throw in here. It doesn't cost anything. (Laughter)

But to get to the business of the evening, we are very privileged tonight to have a man who took his undergraduate work at Penn State, and his Doctor of Philosophy work at Penn State also, and he was honored with a Doctor of Law at Toledo. He has been a professor of English and a dean of men -- God bless him -- and a dean of Liberal Arts, Assistant Superintendent of Public Instruction in the state of Michigan. He has been Vice President and President of Wayne University.

He was the Fred Turner of the Association of Urbana University, and also President of that organization, after serving many years as its executive secretary. In spite of Bob Strozier's presence I could refer to the fact that I have all his Who's Who information here. (Laughter)

There are a lot of things I could say. Many organizations have honored him. Joe Farrer and John Hocutt wanted me to

mention that he is a member of ODK, but we have already spent too much time. So we are happy that Vic's old boss, a former dean of men of Illinois Tech, has honored us by being with us here tonight. We are happy to present the Ex-Vice Chancellor of New York University, Dr. David D. Henry. (Applause)

DOCTOR DAVID D. HENRY (Executive Vice Chancellor, New York University): Mr. Chairman, Ladies and Gentlemen: I am not too sure just why I am standing in front of you at this point. I thought I knew why I was coming, but now that I have been put in my place by both Vic Spathelf and the Toastmaster I am not sure that there is very much left for me to do.

If I heard correctly as I was presented, the Chairman introduced me as the Ex Vice Chancellor of New York University, and this is a little bit disturbing. I was planning on going back tomorrow morning. (Laughter) I am a little bit disturbed that there has been a conspiracy behind my back!

I am not so arrogant of opinion as to think that I have anything important enough to say to you that would justify my coming to you from New York City. Rather I siezed upon the occasion as an excuse to see old friends and to come back to this campus where I have been on and off over the years. It is a fine occasion to be here with your group tonight and to see so many of you whom I have met in other ways.

Also, I am proud of the fact that after having lived together and worked together for as many years as we have, Vic Spathelf would run the risk of having me appear on this program. I was a little worried about him tonight as he told the "jackass" story. For a while I thought that he was telling secrets about himself as Dean of Students at Wayne University. (Laughter) Then when he talked about the "damn fool president" I was sure that the story had no personal preference whatever. (Laughter)

I am glad, too, that your toastmaster put the tag of Dean of Men on me. I was afraid he might omit that reference and I was prepared to surprise you by claiming this badge of admission to your fraternity. I have another badge that justifies my being here with you tonight. One of my first jobs as a graduate student was in the office of Ray Warnick at Penn State; and, as you know, he came to that post from the training of Tommy Clark. As Fred Turner and I reminisced about our common friendship, he said, "Well, we are apples off the same tree. I hope nobody will say 'bad apples'."

I remember some time ago, after having conferred an



honorary degree upon Justice Frank Murphy, of the United States Supreme Court, he said to me, "I am sorry you omitted a very important part of my career." It is always disturbing not to please the guest of honor, and I asked him what part of his career we omitted that he thought was important. He replied, "I began my work as a night school teacher at Northwestern High School in Detroit, and I have always felt that I belonged to the teaching profession,"

Whether or not it occurs to you that my brief tenure in your fraternity is important, I am very proud of the title.

As an educational executive and administrator, I probably shall repeat tonight things that you have heard before. I suppose such repetition will be in order if I say the things you want to hear! If I say some things you do not want to hear then my platitudes will be out of place!

I remember the experience of a young doctor who was confronted with a patient who had a severe outbreak on the skin. The young doctor couldn't identify it. He went into his study and went through his reference books. Failing to get any help, he returned to his office, looking very somber.

He said to the patient, after taking another look at the rash, "Have you ever had this before?"

"Oh, yes," said the patient. "I have had it several times before."

"Well," said the doctor, "you've got it again." (Laughter)

The difference between Vic Spathelf's speech and mine is that I have made some notes. When Vic stood up here tonight without any notes and looked at you, full of confidence, I said in a quiet voice, "Gee, Vic, you are getting smart. Not a note in your hand!" He replied, "No, I'm not smart. I just don't know what I'm going to say!" (Laughter)

Everything I shall say to you tonight comes out of working with student personnel administrators. The office of the university executive is on the receiving end of more adult education on educational matters than any average person is likely to receive. Each Dean teaches us the way that he thinks we should go, and so does the Dean of Students!

Most of the things that I shall share with you tonight, by way of observation, are reflections upon experiences that are

common to all of us. I chose them because I think they are important, not alone to your work, but to higher education in general.

As I have worked with student personnel officers and with organizations dealing with student personnel, I have noted a number of very significant changes through the recent years. Most of you have been for the changes, and I think I can say that I have been.

We have not been in the position of the old gentleman who on his eightieth birthday was being congratulated by the members of his family. One youngster, impressed, said, "Gramp, you've seen a lot of changes in your life, haven't you?" The old man drew himself up proudly and said, "Yep, and I've been 'agin' everyone of them!" (Laughter)

We have had people like that in our work, but the changes that have occurred in student personnel work have occurred because of you and not in spite of you.

The first change that I would mention is the integration of the counselling services on most of our campuses. This has happened so gradually, though swiftly, that we have not always been aware of the greatness of the change. It has not been so long since each office was a "vested" interest, with no correlation and often very little communication with other counselling offices.

Now, admissions and records, health service, vocational guidance, personal adjustment, housing and the many other counselling offices have been brought together, at least into a program if not into administrative relationship. We have come to recognize the impact upon the student body from these services can be greater when the services are coordinated and related. This integration has happened within the professional careers of most of you who are here tonight.

A second element of progress has been the expansion of student personnel services. At Wayne University I often told the staff I was embarrassed when I met them as a group, particularly at budget time, because I could remember when the office consisted of three people!

All of you have seen similar growth of services, in testing, in dormitory management, in health counselling, in all the other divisions that have come into the ken of student personnel.



A third milestone has been the increased acceptance of student activities as educational rather than extracurricular. In most institutions, student activities are no longer an auxiliary "fifth wheel," but a planned part of the total program.

In keeping with these changes, the student personnel function, administratively, has been elevated in most of our institutions so that it is now regarded as a major responsibility of the institution.

My final point in this brief inventory is the professional preparation of student personnel administrators. There was a time, and not so long ago, when you would advise a prospective recruit to get a Ph.D. in an academic field and teach for a while, and then try to slip in the side door. If he had courage, perseverance, and a flair for working with human beings, he might become a Dean of Students. Today we have learned how to train for professional responsibility in student personnel work.

In thus identifying these marks of progress in your field, I would also take this opportunity to remind you that you share in the serious problems confronting all branches of administration in higher education.

There are two issues I want to present which are of common concern. The first has to do with what I shall call "Fitness to Teach." This is an old phrase and has been used many times with many meanings; but I want to define "fitness to teach" as having special meaning for us in these days.

Student personnel work in our colleges and universities is based upon the premise that the university has a responsibility for student development beyond intellectual growth. Student personnel work can flourish only when there is a belief, a conviction, if you will, that the institution should also be concerned about the personal adjustment of the individual student, about his spiritual understanding of the world in which he lives, about his motivations in adjusting to citizenship and professional responsibilities.

Obviously, this kind of institutional concern about student development cannot find expression in the activities of a few specialists in a division of student personnel. The faculty as a whole must be engaged in student personnel work in the broadest sense of the term.

Obviously, the participation of the faculty will be uneven, but if there is comprehensive interest, at least, on the part of the faculty as a whole, a belief in student personnel

development as an institutional objective, then the climate for progress in student personnel activity will be favorable.

There are many methods to achieve this kind of faculty participation, and I shall not discuss them tonight. You have reviewed them many times -- in this meeting, judging from your program. But I am sure that unless there is top, central administrative concern in having this point of view accepted as an institutional objective the faculties will not accept it; and without such faculty acceptance, you will find your services inhibited and limited.

We would have fewer faculty personnel problems if our institutions uniformly gave adequate consideration to the qualifications of a prospective teacher for his role in student life as well as for his responsibilities in the classroom.

Those who hold that fitness to teach in the classroom should be the sole measure of a faculty member do not understand how a university operates, nor what are the university's total responsibilities to the student. Those who say that the communist or suspected subversive or academic rolls should be judged by his classroom performance fail to understand that fitness to teach in a classroom is not the sole criterion for membership in a university faculty.

One must also be fit to represent before students by word and by attitude the finest in the spiritual and cultural tradition of our people. One must be fit to deal with students as human beings, concerned with their personal problems and their personal development. One must be fit to represent the scholarly tradition with its emphasis upon both personal integrity and respect for the views of others in the search for the truth. He must be fit in the capacity for loyalty to his institution and its larger objectives.

These too are criteria for "fitness" on a university faculty; and they are related, as you well know, to the things that you are doing.

On the negative side, the faculty member who counsels students to defy institutional regulations; who anonymously conveys official business to a community newspaper with a one-sided story; who is more dedicated to partisan, social or political action than to the prosaic path of scholarship; who places personal bias and opinion above institutional good; who aligns himself with extra-institutional forces to restrict the freedom of institutional decision: this individual may be fit to teach in



the narrow sense of the term, but he is not fit to assume the responsibilities of membership in a university faculty.

Whether or not student personnel is a fifth wheel, an auxiliary service station in the university, and treated accordingly in institutional organization, management and financial support, will rest on the institutional attitude toward faculty responsibilities.

The other issue that I would present as having great concern for you, as well as for our institutions in general, has to do with public relations. This is a much abused term, and I hope I do not undermine whatever indulgence you are prepared to give me in the remaining moments of my talk by starting with this text.

A Judge in New York the other day -- since you got in a "plug" for Texas, Mr. Toastmaster, I will say that this Judge was a graduate of New York University (laughter) -- told about a young attorney (who was not a graduate of New York University). Before the court on his first case, he was questioning a character witness. The young attorney could not get the knack of phrasing his questions so that he would not be challenged by his opponent. Finally the Judge, feeling sorry for the young man, leaned over and said, "Would you mind if I would ask the witness a few questions for you?"

"Oh, no," said the young attorney; "Not at all. But please, Judge, don't lose the case." (Laughter)

Across the land there is a great effort, and a necessary one, to increase support for our institutions of higher learning. Large and small, public and private, comprehensive and special, we are facing a financial dilemma that is puzzling all of us. (And do not let those who would divide us by special argument in any way minimize the importance of the total task.)

It is ironic that this great crisis, and I do not overdo the word, is upon us at a time when it is very clear by any standard and by any measuring stick that America can afford adequate support for all of its institutions. Actually, as you and I understand our mission, America cannot afford not to nourish the basic elements in our social structure furnished by higher education. The social mobility which education provides, the opportunity for change in station in a democratic society, the need for trained brainpower, the cultivation of the aspiration for improvement; these are basic to our prosperity and our security, and we know that they derive from our institutions of higher learning.

Our task, jointly and in all parts of our institutions, is to convince the public of these truths and to gain for our institutions understanding by those who have it within their power to support them. And whether or not the support that is available and that is needed is forthcoming, not alone for our present but for the staggering future demands, depends upon a public belief in and understanding of the work of our institutions.

First, we must clear away some misconceptions. There are those who see the professor as an intellectual Ichabod Crane, who teaches because he cannot do anything else. Or perhaps he is viewed as a sycophant of Earl Browder or of the left front, or as a Washington "braintruster" who had to come back home; there are other more gentle appraisals, but too seldom is the professor seen as you and I see him, a scholar in a workshop of learning; a serious, dedicated human being, interested in the things that make for America's greatness.

Or, the citizen may look at the campuses as a country club; or, as a walled-in sacrosanct, "holy of holies," instead of what you and I know it to be: a workshop for everyday enterprise.

Or the critic may see the student as a bookworm, or as a smart alec, or as a Bohemian zealot for some cause that he does not understand, instead of the earnest, normal young American trying to find his place in the scheme of things.

These are misconceptions that must be cleared away and the public must come to see students and teachers and our campuses as we know them to be.

Student personnel in its relationship to student life obviously is involved in this task.

Let me ask some rhetorical questions.

How does your institution look to the public as seen through the athletic program? Does it appear to be a seat of learning with scrupulous attention to educational objectives and student personnel ethics, without exception?

How does your institution look to the public as seen through the campus newspaper? Are the standards of good journalism uniformly observed, or is the student press indulged in its violations of good taste and good journalism because it is too "hot" to handle or because no one knows how to deal with the problem?



How is your institution seen through the inevitable recurring crises, precipitated by the "self-starters" in student government? Whatever proportion they may be, I shall leave for you to judge.

Does the small minority of "problem cases" in student life keep you from positive work with the vast majority; work that goes undone because you are so busy "putting out fires" with the trouble cases?

How does your institution look to the public through these recurring crises that somehow or other do not get handled at the preventive stage? The time is long since gone when we can say, "Oh, boys will be boys"; or "This is just an inevitable part of student life." It is not inevitable just because we have not learned how to deal with it. That is a lazy answer. We have to find a better one.

Education in this country grew and prospered and flourished at all levels until it became the finest system in the world, with all of its shortcomings, largely because it belonged to the people. The local school board and the town meeting had no trouble understanding education. They knew the teacher, they knew the student, they knew what went on; they believed in it. In the complexity and size of our organizations today, with ramifications in all of our communities, somehow or other we must find ways and means of having the public see our students and see student life as you and I know them to be. After all, the student is our central business. This statement is so trite that I should be ashamed to make it, but I am not, for I know that the way we work these days we are all too often removed from the mass of students. We need continually to remember that the public too would understand our institutions and our purposes a lot better if they had a clearer view of student life. I have never found a lay audience at any time who was not fascinated by anecdotes of individual students -- students in need; students with heroic courage in facing their problems; students in need of attention; students of brilliance. Always the human element will induce understanding of our institutions.

With this note upon the student, I want to read to you an excerpt from an editorial, written by a student. It represents the great purpose that called you into the work in which you are engaged, and the great purpose that brings you here in national assembly.

Sometime ago, an author wrote of "The Beat Generation." A student view is as follows:

"From out of his hodgepodge of proximity, Mr. Holmes presents us with a kaleidoscope of teen-aged marijuana addicts, extracurricularly-minded 'models', and college graduates whose 'topmost ambition seems to be to find a secure berth in a monolithic corporation'. Unfortunately, however, he neglects to mention the thirty-five cent editions of Homer being sold over drug store counters or the college seniors who stoically and implacably fill out their medical school applications and, with a shrug of the shoulders, compute another two years, for military service, in their plans for the obscured future. In waving in our faces the picture of the raided love next, torn from the front page of New York's picture newspaper, he overlooks the page-fourteen portrait, just below the brassiere advertisement, of the weary-faced youngster kneeling on a Korean hill with a string of rosary beads clutched in his hands.

"Surfeited with the absurd posturings of former generations, we are not so effusive as to accept the advice: 'Grow old along with me; The best is yet to be.' Yet, we realize that we are the generation to whom the politicians had to promise F.E.P.C.

"Nor are we so unctious as to believe that we stand on that hackneyed piece of oratorical platitude, the dawn of a new era; but desultory as our aim may be we do reach out for a 'brave, new world'."

And it is our job to help them find it!

Thank you. (Prolonged applause)

PRESIDENT SPATHELF: This particular session is always a high point in our association, year to year. This evening has been a high point, and has added to the other high points that it has been our privilege to share in the last three or four days.

Removing all of a personal relationship to it, I express to you, Dr. Henry, the profound thanks of this Association.

One of the things that has always been treasured in this organization has been our quick facility to change from a camaraderie to serious thought; the ability quickly at one time to be gay, perhaps unconcerned, and at the next moment to be able to look forward and think through problems and issues that come to us from those who share our programs. Thus this has been a rich experience which has added to that which we have all enjoyed throughout the past week.



We thank you very much, and to the biggest man and the smallest package in Texas, I thank you very much.

The Executive Committee will meet in Room 215.

This session is adjourned. (Applause)

... The Annual Banquet Session adjourned at nine o'clock ...

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## THURSDAY MORNING SESSION

April 9, 1953

The Convention reconvened at nine-five o'clock, President Victor F. Spathelf, Ferris Institute, presiding.

PRESIDENT SPATHELF: We will call this meeting to order now. This program is no "program." We thought that perhaps the several of you who are remaining here awaiting transportation arrangements, and all the rest, might like to use this time profitably; and frankly, we also were desirous of picking your brains a little bit.

So there are two emphases here this morning: One, we would like to have an expression of your appraisal of the program efforts in this conference -- what you think was valuable and what you think might profitably be done for another conference. This would assist our new Officers and Executive Committee in their program planning, which is always quite a bit of a chore. The other, we would like to give you the opportunity of arraying what you think are some important concerns that perhaps were not discussed to your satisfaction, and give you a chance to exchange further ideas on them.

So perhaps we can be arbitrary about this for this occasion and devote the forepart of it to some of your appraisals, and then we can shut off that discussion and pick up where you would like to pick up. Would this please you, Mr. President-Elect?

PRESIDENT-ELECT STROZIER: Yes indeed.

DEAN E. L. CLOYD (No. Carolina State College): Well, speaking for the older gentlemen, there is only one suggestion I would make, and that is give us a little time right after lunch for about a twenty minute siesta. I am accustomed to that at home, and it is a little difficult to come in right after lunch.

PRESIDENT SPATHELF: The schedule is too tight?

DEAN CLOYD: Yes, a little bit too tight.

PRESIDENT SPATHELF: What is the reaction of the rest of you? How would you loosen it up?

DEAN OTIS McBRIDE (Florida State University): Vic, I would make this suggestion: I think that our dividing into groups



by size is very good. We get into those groups and discuss to our heart's content the things we are interested in, and that suits us best. Then we come back in here and have the recapitulation, and we sit, one group listening to the other groups, and they say mainly the same things we said anyway although it is a little bit of a different situation. I think that is good but I think if we eliminated something, just to put some necessities in the program, we might eliminate that recapitulation.

PRESIDENT SPATHELF: Let me ask you, are you saying that you feel that the "recap" sessions are redundant?

DEAN McBRIDE: Somewhat. If we must eliminate something to provide recesses I would say that is the most logical thing to pull out.

PRESIDENT SPATHELF: What is the reaction of the rest of you?

DEAN KAMM: I agree.

PRESIDENT SPATHELF: Is that the general feeling?

PRESIDENT-ELECT STROZIER: We might have one "recap" session of all of these group conferences in which anything of special interest that had come out is presented.

PRESIDENT SPATHELF: Well, this would take a type of screening. Historically we have gone through several stages here. At one point we had no "recap" sessions at all. Then there was a clamor among the membership for having the "recap" sessions to bring in all of these things that happened in the discussion groups. Folks were afraid they were missing something. Then we had the set-up where we had the "recaps" on the last day -- such as a session this morning. We ran into a very real problem at this point. It was at the tail end of the conference. The psychological reaction to the thing was: This is merely a rehash; and consequently, it was not very well attended. The folks who had put quite a bit of work on it, I think, were let down. So, thus, we took the same expression of interest, the value of the "recap" business, and tried to spread it out, and we tried to put it in a direct "one-two" relationship with the subject we were at the time discussion. So that is where we ended up.

DEAN NYGREEN: I share this opinion of the "recaps," but I want to give a vote of appreciation for these volunteer programs which we had on Tuesday and Wednesday, and I hope that we might have perhaps a third one next year. Two group meetings were not enough to get around what I wanted.

PRESIDENT SPATHELF: Let's put that in some kind of value relationship. Do you think the luncheons were more important than the "recap" sessions?

DEAN NYGREEN: Very much so. Both of the groups I attended were cut short by the next item on the program coming along. We could have gone on all day, which, of course, we should not be allowed to do; but that is merely a measure of how valuable we feel it is.

PRESIDENT SPATHELF: There is a real problem facing your Executive group and your Officers. One of the characteristics of this outfit is that if they once get on a train of thought they will ride it all night. If you are going to get a balance to your program and some continuity, you are going to have to cut off at some places. Otherwise, one of these luncheon sessions could go on till three or four o'clock in the afternoon and the boys would still stay with it.

SECRETARY TURNER: Let me throw one in there. We have tried every way possible to get this "recap" business done in a dignified and satisfactory manner, and if anybody has any new suggestion, let us have it. If you remember, we even tried to not have them reported at all, and we asked the secretaries to forward the reports to us and we would include them in the minutes. What did we get? Two of them. We just got two or three of them because they do not turn them in.

DEAN MUSSER: Could we get the four chairmen of the groups together and sort of "recap" together and make a list of the points that were not duplicated, and then, as Bob suggested, have one "recap" session?

PRESIDENT SPATHELF: In other words, we would have the chairmen and the recorders get together and do the screening, and then have them come out with what they think are the significant developments.

DEAN MUSSER: That is right, and have just one "recap" session.

PRESIDENT SPATHELF: Would this meet with your approval? This would place it up to the chairmen and the recorders to do the synthesizing of it? Are there any other comments on this phase of it?

PRESIDENT-ELECT STROZIER: If we did that we would not have to wait for a final "recap" session. Instead of having an



hour reserved for the "recap" before the beginning of our afternoon program we could have the recorder give this summary at the same time, but do it in ten minutes, the salient points from the various groups, and then a short discussion.

PRESIDENT SPATHELF: Let me get your reaction to something else. You will notice that this year, in our general session programs, we have tried to develop a continuity -- there was a continuity apparent between what we were trying to do -- the relations with the President, relations with the Academic Dean, Business Manager, and so forth. What is your reaction to it? Does it lend more meaning to the entire program?

DEAN DuSHANE: I think it is a good idea, but you cannot do the same thing over again. You mean getting some other theme over again?

PRESIDENT SPATHELF: Some major area of concern, and then trying to develop it over the entire conference.

DEAN DuSHANE: What about a middle ground? You could have a theme or subject which is of substantial interest to us, devote the major share of time to it, but we do not have to stick to just one set of principles do we?

PRESIDENT SPATHELF: No, this is purely an experiment at this point and we are trying to get an appraisal on this thing. What are the rest of your reactions on it?

DEAN JOHN RAWSTHORNE (Principia College): I think we carried it far enough so that everyone got a picture out of it. If it had not been continuous throughout the whole convention I do not think every one would have received as much out of it, and I don't think it would have jelled for every one.

DEAN JOHN E. SHOEMAKER (University of Arkansas): I could see the value of having the theme throughout, but I did think that it was carried a little too far. It would be much better to have within the general area more variety. We have three or four different major sessions, and I believe that it would be a little better to carry them a little further apart than they were this year. That is one reason, I know in my own case, that interest dropped off as we went from one session to the next because there was a lot of repetition, particularly in the group discussions -- moreso there, obviously, than in the presentations.

PRESIDENT SPATHELF: I see.

PRESIDENT-ELECT STROZIER: Are you through with that subject?

PRESIDENT SPATHELF: Let us just take one more look. This, of course, is related basically to the general session programs. Do you have any other reactions or suggestions to it?

DEAN BURGER: We found in the session at two o'clock, after the luncheon, our group wanted to take up specific problems related to the technical schools, and that is why our "recap" sessions were rather brief as far as our report back later, because we had some problems on this matter of the college board's tests and predictive values and things of that sort that were tremendously valuable to us. I know that several of the others expressed an opinion along that same line; but if there were some time set up for groups like that, those representing other institutions with common problems, where they could have a set time on the schedule somewhere to thrash out those particular issues and problems of common concern, I think it would be very beneficial, and I would like to recommend that.

PRESIDENT SPATHELF: Of course, here again you come into another problem. As you go to a conference like the one held in Chicago a couple of weeks ago, the Higher Education Conference, you have exactly this kind of a session. Here, supposedly, we are concentrating on the institutional concerns in student personnel work, and I know there is a great temptation to want to take in other territory which perhaps is being emphasized in other conferences. I think we do have a problem of differentiating and eliminating.

SECRETARY TURNER: Vic, may I review for background again? This is just for background on how these things have developed. When we first tried the group conferences we did not give them any topics. We let them talk about anything they wanted to talk about; and they talked and talked and had a good time doing it. After a little period of time, some of the boys said, "We are spending all our time talking about the same thing. Why don't we have a topic to talk about instead of shooting all over the place? Let's concentrate on one particular area and talk about that." We tried that. Now we find it is a little hard to please because the boys say, "We want to talk about other things than the specific topic included there." So it is difficult to meet the need, don't you see.

DEAN MYERS: I don't think we mean to infer that we want all our sessions set aside for our own specific problems, but rather a session where we could depart from the over-all picture. We found it a little difficult to locate the time where we could



get together and talk, unless we stole it from a prescribed session.

PRESIDENT SPATHELF: This comes back again to the tightness of the program. If you had a little more flexibility you might be able to arrange some informal discussions along this line and not conflict with the general schedule.

DEAN CULPEPPER: Vic, there is another aspect of this thing that I ran into in talking to DuShane, and I think he in turn spoke to Arno Haack. It is about this very session; how it could be used more profitably.

DEAN DU SHANE: We talked last night about how this was a rump session. Is it all right to talk about this now?

PRESIDENT SPATHELF: You mean how this is rumpish?  
(Laughter)

DEAN DU SHANE: The business session previously was on this final morning, and it was then moved back to a spot ahead of the banquet because of poor attendance on the final morning, and yet we still kept this final morning's session. It was Arnie's suggestion that those committees which were continuing, and those commissions which had permanent status might well plan to use this morning session after the business meeting and the banquet for a running start into their work for the next year. I am sure Arnie would join me in recommending that to the Executive Committee for consideration next year because as it is with the committees and commissions, you go home and catch up on your back work; summer is almost upon you; nobody is home in the summertime -- or at least some of them are not -- and you postpone it until fall; and the first thing you know -- this is my own exaggeration, of course -- the first thing you know Christmas and final exams and disqualifications are there, and you wind up missing the first two days of the conference because you are holding your commission sessions.

PRESIDENT SPATHELF: There is a very real problem on this and I think it is worthy of thought by Bob and his group.

DEAN NYGREEN: I have another item.

PRESIDENT SPATHELF: We have to get back here to Bob. I shut him off and he is going to have to run in a little while.

PRESIDENT-ELECT STROZIER: Mine is breaking the train of thought, so go ahead.

DEAN NYGREEN: So is mine a little bit.

PRESIDENT SPATHELF: Anybody else want to stay on this train? Transfers free.

SECRETARY TURNER: I would like to ask one question. I would like to say that I had the feeling in Group IV that we had to hurry much too much. This hour and an hour and a half group discussion was not long enough.

PRESIDENT SPATHELF: Is this Panel 4 or the fourth general session?

SECRETARY TURNER: All four Group conferences of Group IV, which is the big schools, and I think we had to hurry every time. We did not get through. We still had things we wanted to talk about. We started late and we ended before we were through talking.

DEAN DU SHANE: I would like to stay on the train one more stop. We used to have those in the evening, starting after dinner and continuing as long as anyone wanted to continue talking; so they were limited by the interest rather than by arbitrary time limits. Maybe we could do that for some of them. In connection with those, it seems to me that the Groups which I attended worked out pretty happily. We, all of us, come here with certain problems and they are different problems, and there are things we seek advice and counsel on, and yet we have a feeling that we ought to have some integration of ideas, at least at the beginning. Well, in the groups I attended we spent an adequate amount of time -- which ranged from, I would guess, 15 to 50 minutes -- on the thing we were to start out with, and then we digressed. I think that pattern was quite satisfactory as far as I am concerned because we received both advantages in the same session.

PRESIDENT SPATHELF: Of course, I would like to recall something for you again, as a point of emphasis. I feel rather strongly about this. This is not in any derogatory sense. We get this group together, and they will do just exactly what you say in becoming interested in individual topics and riding it through the night. I think this has the tendency, however, of lowering our sights considerably. We become so attached to detail at this point and "how you do this?" and "how do you do that?" that I think it does not give enough emphasis on the "Why?" in terms of its general relativeness to the entire educational picture. I think that is something we have to be very sensitive to.



DEAN DU SHANE: You could get both instead of one or the other.

PRESIDENT SPATHELF: There is a major concern here, I think. We are ready to shift on to your train, Bob.

PRESIDENT-ELECT STROZIER: I thought I ought to say one or two words about the meeting of the Executive Committee last night and the things that seemed to be worrying some of the people after the session yesterday afternoon. One concerns the resolution that was proposed by Erich Walter on this income tax relief for students. A good many people have been concerned about two aspects of this.

One is that a proposal that puts us in the category of a pressure group, in a sense, was presented very quickly to the floor and people voted, many of them without giving it very serious thought. The second aspect of that is that public opinion might not favor a special relief for students who already have some favors from the draft.

There were a good many people in this room disturbed after the meeting yesterday afternoon about this resolution. We discussed it last night and we felt that we were bound to do what the Convention said because the Convention did pass the proposal. We did not feel, however, that we should circularize all of Congress with any proposal saying that 250 personnel directors, representing a million students had passed this, or anything of this kind; but we decided on the course of writing to the American Council on Education, Arthur Adams, to Elmer Grath, saying that there was sentiment expressed for it. "What was the sentiment of the educational associations, those that represented us? Would it be possible for relief to be given without putting the students in too favored a category, and so forth?" This is the proposal at the present time for carrying through this resolution that was passed. I hope it meets with your approval. If it does not, you can say so this morning. I would hate to see us rescind the action of yesterday with a small group this morning. I think we would look like an irresponsible body. Maybe we are, but we would put the stamp of irresponsibility upon ourselves if we did, in my eyes.

The second thing is that we hope to tighten up the machinery of the Convention before next year, to prevent the possibility of your being confronted with a mimeographed set of resolutions such as that from the Committee on the NSA which you were asked to read while they were being passed out, and to vote on when they really are of some moment.

We gave some serious thought to that and I thought I should report on it.

DEAN DU SHANE: Would it be helpful for us to indicate here our agreement with your proposal about Dean Walter's motion?

PRESIDENT-ELECT STROZIER: The method of handling it through the Educational Association, rather than through --

DEAN DU SHANE: May I make a motion that it be the sense of the members gathered here this morning that the course outlined by Bob Strozier is the proper one to follow in connection with the resolution we passed yesterday.

DEAN CARL W. KNOX (Miami University - Ohio): I second that motion.

PRESIDENT SPATHELF: I will entertain that motion.

... The question was called ...

PRESIDENT SPATHELF: All those in favor signify by saying "aye." Contrary. It is carried and so ordered, and will be put in the record as a matter of guidance at this point.

PRESIDENT-ELECT STROZIER: I would like to say one other thing. There have been a good many questions about the report of Commission III, about who is to be selected and how the selections are to be made for who is to go to this session in January under the aegis of the Harvard School of Business and Commission III. We have given that a great deal of thought.

I think the members of the Association should be assured that while there will be screening, there will be an ample opportunity for nominations to come from the entire membership. The Commission will have to screen; the Executive Committee will have to announce some sort of criteria, and you will be hearing more in detail from us about this. It will not be done by the boys in the back room, so I feel that this statement might allay some of the fears of at least a few of the people in the meeting.

I am very sorry that I do have to start driving back, and if there is anything that I should answer before I leave, I will be glad to.

PRESIDENT SPATHELF: Anything you would like to direct to the President here?



PRESIDENT-ELECT STROZIER: You are the President, but I will be so. (Laughter)

DEAN NYGREEN: Vic, the item I wanted to raise was the first item which Bob reported on, the question of procedure with regard to resolutions which appear before this body. Each of the last two years there have been resolutions come from the floor at the business session which have disturbed some people in the group, and I wonder if the Executive Committee would also give some thought to tightening up the procedure on volunteer resolutions coming from the floor so that they go, perhaps, to the Resolutions Committee or to some other body before the action is taken here.

Our group is getting so large now that a good many people are reluctant to sound off with a dissent or negative opinion until they have had a little more time to think it through.

PRESIDENT-ELECT STROZIER: We cannot actually rewrite the By-Laws between sessions, but we decided that we would ask that no resolutions be presented from the floor unless it were simply a commendatory one to the host, or one that was in appreciation or in memory of someone. In other words, none which committed us on any question unless it were cleared in advance with the Resolutions Committee, and probably the Executive Committee as well.

DEAN NYGREEN: Yes.

PRESIDENT-ELECT STROZIER: I think this will take care of something that has been a little disturbing. It would be easy for us to become a pressure group and I think we would lose a great deal by doing so. At the same time, the opportunity should be present for us on occasion to express ourselves on matters that we feel are of real concern within our own area.

DEAN MC BRIDE: Wouldn't it be a good stunt during the meeting once or twice to announce that if anybody has a resolution on his mind to see the Resolutions Committee and submit it to them?

PRESIDENT-ELECT STROZIER: I think so, and I think we can tighten it up that way.

PRESIDENT SPATHELF: I think your Committee is on the ball on this one. Our whole history has been one of very informal procedure in these meetings, and it is apparent that we have to

get away from this. There has been a gap between the Executive Committee operation and the Convention operation. But certainly we are getting to the point now where on policy matters items ought to be reviewed with the Executive Committee. Your Executive Committee can be of tremendous service to you, and I think it will give order to the entire proceedings.

DEAN FOGDALL: I was very concerned about this income tax item, and I wonder if this is pertinent here. If it appears that a college boy is given preference, and we are asking for additional preferences, that may not be wise. But if it now appears that the wealthy boy gets the preference and the poor boy gets caught, then our resolution helps the poor boy, which he might be entitled to.

PRESIDENT-ELECT STROZIER: I am afraid our patrons are not so logical as you are.

DEAN KIENDL: The thought occurred to me that I know, particularly with our local summer hotels in our area, they have complained on this \$500 law because our boys will work just \$500 worth and then quit right in the middle of a very busy season; and my immediate reaction to that thing yesterday was that we might get the boys through the whole summer without quitting. Of course, that is no political argument.

PRESIDENT-ELECT STROZIER: I did not mean to take over the Chair. Thank you very much. Good luck and I will see you next year.

PRESIDENT SPATHELF: Any further comments along these lines? I think this has been very helpful from the standpoint of guidance. I recognize that any of the actions that we have taken here or any of the expressions are merely representative of the thinking of this particular group, and consequently, they will be considered in that light, as a matter of informal guidance for your Officers and Executive Committee; but I still think this discussion is a very helpful device at this point.

SECRETARY TURNER: Mr. President, could I raise one other point in connection with our meeting next year? That is this: We are going to meet on days that we have never met on before; May 1, 2, 3 and 4 are Saturday, Sunday, Monday and Tuesday. That is going to create some complications about program planning and how we set the thing up. You say, "Why don't you have it some other time?" The answer is that May 1, 2, 3 and 4 are the only times that we can get into the Hotel Roanoke. They said at first that they could not take us at all. Then they said,



"If you want to take a weekend like that we will take you for those four days." So it will complicate the program planning because we won't want to schedule anything probably for Sunday morning. It has been suggested that the whole group may want to go to Lexington and have a special church service at the Lee Chapel there, which would be a lovely thing to do, I think. But things like that are going to complicate the 1954 meeting.

DEAN CULPEPPER: Another suggestion that came to me in the discussion out in the hall, which might have a tie-in with that idea, was this: This individual was wishing that he might have had an opportunity to see something of the places of historic interest and so on in the immediate vicinity of the place of meeting. Maybe on this Sunday there could be this religious service that is suggested or something of that sort, and then maybe also there could be, for those who were interested, some kind of a tour which would take the people into the cave area in that general vicinity, and other points of general interest that they might have some desire to see.

PRESIDENT SPATHELF: Any other comments relative to program?

DEAN EDWARD VOLDSETH (Drake University): I am sure that the committee which will plan the program sees the implications relative to attendance at the respective luncheons. I think there were some luncheons where three or four sheets were needed for various tables, while at others the topics suggested elicited little response.

PRESIDENT SPATHELF: I am sure of this, and I think Carl was faced with an inevitable choice at this point of arraying all of these suggested interests and improvising as he went along. He had to cancel out some sessions and he had to double up on others. I think it is perhaps the only way you can approach this thing.

SECRETARY TURNER: Mr. President, may I correct that statement to this extent: That every topic that was on that list was submitted by members of the Association.

PRESIDENT SPATHELF: That is right.

SECRETARY TURNER: They were submitted in response to a questionnaire, when we asked for suggestions about topics you wished to have discussed. Every topic on the luncheon list was suggested.

PRESIDENT SPATHELF: That is right.

DEAN KNOX: We have salvaged every sign-up sheet we had this year and they were turned over to Fred for purposes of evaluation for next year's meeting. In connection with that, it ties in with a suggestion that was expressed earlier, on Monday some of the fellows in the process of signing up expressed some concern -- I am thinking now in terms of the counselors and assistant deans and younger personnel -- and they raised questions as to whether there wasn't going to be something here to summarize the program for their personal interests. They were very concerned, and they were not thinking in terms of relationships with the President and Controller. They were thinking ten years ahead and not right now. I have tried to talk with some of those fellows since the luncheons, and the luncheons seemed to satisfy a bit of that concern of theirs. I think the Program Committee should consider that. I intended to incorporate that in the report, so in the planning that can be referred to.

PRESIDENT SPATHELF: You see, we have a basic problem which will always be with us. We are always going to have a sizeable group of newcomers to this area, and their interests are going to be perhaps more vivid and more varied in "anything and everything" that applies to the field because they have a feeling that "anything and everything" is going to help them. Then we have many of you who have been here for years, and I think the problem here is different. The problem is not rehashing, as it is put. It is finding new meanings, and perhaps setting different sights to some of these things. This is always going to be with us, I think, as long as we are the kind of organization we are, and I believe this is desirable; but it does create a problem in programming. This has even been recognized to the point that the suggestion has come forward that we ought to have a double session; one for the old timers, and one for the newcomers. This is part of what we tried to get at in our original concern about "How do we help the newcomers?" It finally was further carried forward in our Commission on Student Personnel Administrator Training.

But fundamentally the problem is always going to be with us, and we are going to have to carefully weigh the reactions in terms of where they are coming from. I have been stopped literally hundreds of times here in the hall in the last several days, receiving enthusiastic favorable comments. Each of them are different, however; but if you see it in the large, to the younger, newer folks, everything that was done in this convention was helpful.

DEAN HAACK: I came in late, so I do not know; has the suggestion been made, Vic, about the possible using of the last day for the Commission purposes?



PRESIDENT SPATHELF: Yes, and Bob Strozier was here, and all of this is a matter of record, and a very good idea.

Any other comments you wish to make on program? Well, we have sheared this period in half, and you have been very helpful on it. I do not know that we should at all try to be literal in extending this session until eleven-thirty this morning as your program indicates. I am sure that many of you would like to do some other things, and probably should. On the other hand, as I announced earlier, we would also devote part of this session to any expression of concern in the field of student personnel work, or any summary of trends or any expression of emphasis that you would like to give to this session for the benefit of the rest of us.

DEAN DU SHANE: I trust that the President and the other persons responsible for this year's program do not conclude from this morning's session that this was not a completely satisfactory and very interesting and wholly successful session.

PRESIDENT SPATHELF: You know, if we were sensitive at this point, this President up here would not be spending this much time trying to find this out. (Laughter) We are trying to be honest about this because this is a difficult job and we all approach this -- all of us as officers and executive people -- approach this through our own mind's eye. I am sure there is no implication of unsatisfactoriness, and I am sure what we got here was exactly what we wanted. All of this takes a different perspective six months from now when Fred and the rest of the boys have to put a program into cold type for another year, and it is going to be very helpful.

Now, on general topics; anyone wish to raise any question or problem or comment?

DEAN MC BRIDE: I hope that "Shorty" is never Toastmaster again because it shut him up the first four days. He was afraid to waste anything. (Laughter) He had to save his few clean jokes until last night. (Laughter)

PRESIDENT SPATHELF: I understand that our resourceful recorder here has hit upon the idea of embalming into perpetuity all these stories, but exercising judgment on which of these stories might more appropriately appear apart from the record, and those of you who run out of ammunition might aid and abet this idea of Leo's. (Laughter) I'm sorry I don't have any more jackass stories to add to the repertoire. (Laughter)

SECRETARY TURNER: Vic, this little session, while not large in number, can be very useful because it is small enough that if there is stuff they want to talk about that they have not talked about in other meetings, they can do it here.

DEAN MAC GREGOR: Dr. Henry, last night in his last point, brought up something that I think is of very deep concern, and that had to do with the administrators' fear that the subversive aspects of higher education will cause the American people to do something radical about injuring higher education. I wonder if we could spend a little time on that proposition.

PRESIDENT SPATHELF: I think the thesis, if I can briefly summarize his last point as I understood it, was that in the long view some of the concerns which we are inclined to pass off as having only an immediacy affect and which can thus be handled on an immediate basis, may accumulate to the end that higher education will in the long range be held in a lesser regard; or what is happening to higher education may be of greater concern to the public generally than we think.

I think all of us who work in this area and see all of these factors which are operating on any particular incident or any development, are inclined to neutralize it through intelligent assessing of all of the factors that are operative and trying to put them into some kind of perspective that we think is sound; but the lay mind, generally, does not give it this kind of analysis. They get impressions, and I think the thing that Dr. Henry was talking about was that the accumulation of impressions may be harmful to higher education in the long run; and consequently, we will have to address ourselves more sharply to some of the immediate concerns and concentrate on better handling of them.

DEAN MAC GREGOR: I read that little pamphlet by Lewis Webster Jones that was put in our hands when we came here. I swear it leaves me like that boy in the chicken yard. He says the nicest things about the function of the university and then he capitulates.

PRESIDENT SPATHELF: I think it would be an error to assess Dr. Henry's thesis solely on the communistic or subversive concern. I do not think that is the impression that Dr. Henry left. He was dealing with two separate concerns: One was the fitness of teaching, in one respect; and the other was this long term public relations concern in which certainly the impressions of the public on the subversion issue are involved.



Anyone like to comment on that? I am not an oracle standing up here trying to interpolate.

DEAN HAACK: The best insight I have picked out, after a good deal of discussion, of this is that the institution has to assume and maintain its own responsibilities for the determination of the standards that it will administer. The reason for that is that in a period of witch hunting, such as we are in now, because of the explosive nature of the public relations dimension that that aspect represents, that we are likely to get a bit panicky. There is nothing new about that. We have been assailed more than once by the general public because, we will say, a teacher of biology talked to a student about evolution, and therefore, he was investigated, and they believed that something should be done about it.

It is very difficult to set a standard that does not get caught in all these differences of opinions. If you do not go so far as to declare against the communists specifically in terms of a particular party, which might not be done under our present legislation -- if you did it more broadly in terms of that which is held to be unsatisfactory to the American public or to the growth of our democracy, then you will get the Democrats vacillating to the Republicans in the deep South, or something like that on the same principle. The answer there, if there is one in this stormy area, is that the universities have become conscious of an increasing responsibility in this direction.

My own feeling is that an analysis of our own role in the classroom is probably a better approach to this thing than attempting to define even in broadest specifics the things we consider good or not good. The value judgments are a very tricky thing.

PRESIDENT SPATHELF: Let us get this discussion out of this frame of reference completely and see how it operates. I am not identifying a particular state at this moment, but in higher education, generally, within state areas, there are frequently a number of, let us say, public supported colleges and universities. Now, in the normal course of events each of these colleges and universities are busily engaged in interpreting their own programs, saying "We are trying to meet the needs of the people." As a result of this, the colleges advance budgetary proposals for increased budgets for operation, increased budgets for capital outlay, and so forth.

This has been going on over the years, and I think perhaps we may say that because of a lack of sensitivity as to what

is happening to higher education generally, the following occurs: Sooner or later someone takes the long view of education and says, "Where are we going, and how about all this apparent competition between institutions?" Then he tries to set up machinery to coordinate, because most frequently the institutions themselves do not coordinate. In the long run the machinery that is set up is a limiting factor as compared with what has happened before.

In other words, I think this can be said, fairly, that frequently the institutions involved are not sensitive to the over-tones in public acceptance and public opinion because they are so concentrating on their own problems, and think it is their mission to concentrate on their own needs, so that in the final analysis they lose a sensitivity to what the public is thinking. This is nothing more nor less than a matter of public record at this point, but in the State of Michigan, three weeks ago there was a resolution passed in the Legislature establishing a Committee of five from one House and four from another, to assess the direction in which higher education was going from the standpoint of public policy, to see whether or not we were going to have these large enrollments, and whether the answer which was being represented to them individually through the institutions was the answer that they ought to follow because they are on the trigger end of granting appropriations.

I think it is an index, perhaps, to a lack of sensitivity on all of our parts -- I am not talking now alone in Michigan -- all of our parts that we do not get the over view of the public relations impact -- if you want to put it in those terms. I am speaking of our public relations impact either because of our efforts or our failures in efforts.

The question is whether this same public relations over-tone can be as involved in some other concerns involving the university -- our programs or how we handle problems. This is a question I think we have to look at. I do not propose to have an answer to it. I do not think Dr. Henry had one. I do not know that any one else has one. We must be conscious of the impressions we create. We are in a remarkable position in the United States as to the popular acceptance of education. Is there a stress point on this? Where are the danger areas?

DEAN HAACK: Which is the more dangerous, the occasional communist, or the panty raids?

PRESIDENT SPATHELF: That is a good question. The question that Arno raised is, "In this setting, which is the more dangerous, the communist or the panty raids in the terms of acceptance of public education?"



DEAN BEATY: I do not see too much difference between the hysteria we have now with reference to subversivism or what we had 25 years ago with revolutionists.

PRESIDENT SPATHELF: There is this difference: Supposedly we are at war.

DEAN BEATY: The public has to have something to point to in school discipline.

PRESIDENT SPATHELF: Any other questions?

DEAN KAMM: I wonder if either of the two points made by Dr. Henry last night might not be considered as a theme for next year's conference?

PRESIDENT SPATHELF: Well, this certainly can be referred to the Program Planning Committee. I do think that, probably more than we are willing to recognize, we are involved in the public relations function; at least, as a Dean I could not ignore this point. I think the relationship between that point and what we are doing in our work is one that needs to be explored rather carefully.

DEAN E. H. RECE (Emory University): Isn't it true also that the students are involved tremendously in this public relations thing, and we have a tremendous job in trying to make them aware of the difference between public relations and the publicity, personal publicity or group publicity which they are liable to interpret as good public relations and seek when they are actually hurting themselves and the institution?

PRESIDENT SPATHELF: Well, I suppose that the round table on publications covered this rather thoroughly, but you have a case here in point as to what our dilemma is. You have a student newspaper where the emphasis is on "freedom of expression" and "freedom of the press," and then you get a "happening" that stirs up a reaction, a negative reaction, and the "happening" may be just plain poor manners or plain discourtesy or very poor journalism. The breach of conduct however, when it is discussed, immediately becomes involved with "freedom of the press" and "freedom of expression;" and this is where we get into a pretty unintelligible area in the lay mind because we are pretty nearly placed in the position of justifying the bad manners or the discourtesy or the poor journalism on the ideal of "freedom of expression" and "freedom of the press." And at this point our validity, educationally, as teachers and what we are teaching comes into review by the lay mind. This may be an over-simplification of it, but I think these are the elements that are involved

and you can transpose this into a number of things.

DEAN RECE: It is not limited to the student publications, however. It runs across the board. This is an instance of the sort that I am thinking of: In 1942, before we had the student programs, the military programs in colleges, students who stayed in colleges were quite unpopular. I did the best I could to emphasize with fraternity groups that they should be rather quiet about their social functions. A group of them had a picture taken getting on the street car in their tuxedos with their girls in their evening gowns. The thing was blown up and used as a cover for the Atlanta Journal Magazine section one Sunday: "These Boys Are Saving Gasoline and Riding the Street Car."

They were in my office before noon on Wednesday with a load of letters they had received from all over the city cussing them out for staying in colleges and being draft dodgers and so on and so forth. A rather simple incident, but at least it brought home to that group for that moment the larger over-tones of even as simple a thing as a fraternity function.

SECRETARY TURNER: Mr. President, haven't we seen here, while we have been at Kellogg Center, a thing of this kind? The student newspaper here has been giving the administration the devil because Kellogg Center and the Union is being used by the public too much. The students are not getting to use it at all and it is tied up with the activity down at the capitol in competition with private business and industry. Isn't that an example of this very thing?

PRESIDENT SPATHELF: This is another example of how the issues change very quickly in this larger public relations over-tone. Here was a unique educational concept, combining the concept of continuing education -- bringing folks in from all over the state -- and at the same time tying it in with a specific program of institutional management education. The program gets represented as being in competition with private business and thus you get a confused public relations picture at this point.

I do not want to carry on a two-way dialogue up here. How about the rest of you fellows? Any other concerns you would like to express? Fred?

SECRETARY TURNER: I have nothing else.

DEAN HYINK: Vic, I would appreciate it -- maybe you have done this already -- but I would appreciate knowing how many colleges represented here would recognize a student group which



was ostensibly a communist front group or connected with a communist front organization -- let me put it that way.

PRESIDENT SPATHELF: This is an official recognition by the college of such a group? Is that your question?

DEAN HYINK: Yes. I discovered in talking to some of the fellows, generally, that takes the form of a student plus faculty committee or something like that; but most of the colleges and universities seemingly do recognize student groups. They have a sponsor and so on.

PRESIDENT SPATHELF: The machinery may vary but there is the device of official recognition. All right, the question is "How many institutions would recognize a group which is known to be identified with a communist or communist front group?"

DEAN NYGREEN: Let's have three categories: Yes, No, and Don't Know.

PRESIDENT SPATHELF: All right, let's put it that way. Yes? (2 raised their hands) No? (Almost all raised their hands) Don't know? (4 raised their hands)

SECRETARY TURNER: On that point, in Illinois we face a state law that says we may not extend the use of facilities nor recognize any such organization, and then it leaves to the institution the job of saying which group qualifies for banning.

PRESIDENT SPATHELF: Here again is a beautiful example in your statement of the public relations over-tone that finally catches up.

DEAN HYINK: I would appreciate likewise any expression from anyone here as to how they determine whether it is a communist or communist front organization.

DEAN JOHN F. QUINN (University of Rhode Island): We had that experience once, and if we find a group is listed with the bureau as a subversive group --

DEAN HYINK: You mean the F.B.I.?

DEAN QUINN: Yes. We are actually afraid to recognize them and do not recognize them.

PRESIDENT SPATHELF: Any other questions?

Gentlemen, I do not personally wish to prolong this session and impose upon your good nature and your highly cooperative work with us in this program. If there is no further matter that you collectively or individually would like to bring up I would entertain an official motion for adjournment of this Convention at this time.

DEAN CULPEPPER: I move that we adjourn, Mr. Chairman.

PRESIDENT SPATHELF: The motion has been made. Is it seconded?

DEAN MUSSER: I second the motion.

PRESIDENT SHATHEY: Is there dissent?

PRESIDENT SPATHELF: All right, I will herewith declare the Convention adjourned with my personal gratitude to all of you. It has been fun and I hope it has been profitable to you.  
(Applause)

... The Convention adjourned at ten-fifteen o'clock ...

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APPENDIX A

REPORT OF THE SECRETARY  
March 15, 1952 to March 15, 1953

To the Members of the National  
Association of Student Personnel Administrators -

Your Secretary wishes to present the Report of the Secretary of the Association (to which is appended the Report of the Treasurer) for the period March 15, 1952, to March 15, 1953.

Membership in the Association

For the seventh consecutive year, the membership has increased and at March 15, 1953, stands at an all time high of 229 member institutions. The Association had a membership of 130 in 1947 and 215 in 1952. The analysis of membership is as follows:

1952 Membership . . . . .	215
Member institutions added in 1952-53. . . . .	<u>15</u>
	230
Member institution dropped in 1952-53 . . . . .	<u>1</u>
TOTAL Membership March 15, 1953 . . . . .	<u>229</u>

Member institutions are in forty-seven states, Alaska, Hawaii, and Puerto Rico.

Retirements

Two well known members of our association retired during the past year:

Dean T. J. Thompson, University of Nebraska, after twenty-five years as Dean of Student Affairs.  
Dean Leon D. Stratton, Drexel Institute of Technology, after twenty-two years as Dean of Men.

New Members of the Association

Fourteen institutions have applied for membership, qualified, and have been approved by the Executive Committee, and one former membership has been reactivated during 1952-53.

<u>Institution</u>	<u>Address</u>	<u>Representative</u>
Albion College	Albion, Michigan	W. B. Sprandel
Berea College	Berea, Kentucky	L. L. Gruman
Boston University	Boston, Mass.	Eugene H. Floyd, Assistant to the President

California, University of	Davis, California	Lysle D. Leach, Dean of Students
Colorado School of Mines	Golden, Colorado	W. V. Burger, Dean of Students
Gettysburg College	Gettysburg, Pa.	Robert H. Fryling
Houston, University of	Houston, Texas	Terrel Spencer, Vice President
Idaho, College of	Caldwell, Idaho	Phillip M. Ward
New Mexico Highlands Univ.	Las Vegas, N. M.	Ray A. Farmer
St. John's University	Collegeville, Minn.	Boniface J. Axtman
Springfield College	Springfield, Mass.	R. William Cheney
State University	Geneseo, New York	Gerald Saddlemire, Dean of Students
Teachers College	Oswego, New York	Robert O. Shaffer, Dean of Students
State University		
Teachers College		
Wichita, University of	Wichita, Kansas	James K. Sours, Director of Student Services

#### Reactivated

California, University of	Los Angeles, Cal.	Milton Hahn, Dean of Students
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#### Deaths of Members

Your Secretary reports the deaths of two members during the past year.

Dean J. A. Park, Ohio State University, on April 20, 1952.  
Dean Park was President of the Association in 1942-43,  
and host dean for the Conference in 1933 and 1943.

Dean Franklin Thomas, California Institute of Technology,  
August 27, 1952.

#### Appointments and Promotions

The past year has been one of unusual activity in the matter of appointments, promotions, and new positions for members. More have been reported than ever before.

New appointment to replace resigned Dean of Students ...	13
New appointment to replace resigned Dean of Men.....	10
Assistant to Dean of Men .....	6
Dean of Men to Dean of Students .....	3
New positions, Dean of Students .....	3
Dean of Students to President .....	3
Assistant Dean to Academic Dean .....	3



New positions, Dean of Men .....	2
Assistant to Director of Student Affairs .....	2
New appointments to replace retired Deans .....	2
Dean of Men to Professorship .....	2
Dean to Assistant to the President .....	1

### Representations at Conferences and Meetings

The Association has been invited to send representatives and to participate in numerous conferences and educational meetings during the year.

American Council on Education  
National Education Association  
National Association of Collegiate Registrars and  
Admissions Officers  
National Association of Foreign Students Advisers  
Association of College Admissions Counselors  
Conference of Orientation Week Directors  
National Conference on College Fraternities and  
Societies  
National Independent Students Association  
National Interfraternity Conference  
National Students Association  
Northwest Council of Guidance and Personnel  
Fifth Allerton Conference  
National Housing Conference  
Association of Urban Universities  
Inaugurations (3)  
Centennial Celebration

### Study for Ford Foundation

Dean Robert M. Strozier of the University of Chicago was selected by the Ford Foundation to spend two months in travel in the study of the whole question of international exchange of students.

### State and Regional Meetings

We have reported to you six state and five regional meetings. No doubt other such meetings have been held. Regional meetings were reported in New England, Southern (in North Carolina), Southern (in Florida), Southern California, and Northwest. State meetings reported were in Ohio, Texas, Pennsylvania, Louisiana, Kansas, and Illinois.

### Warnings on Crooks

Through the news letter the members have cooperated in warning each other of itinerant crooks of various kinds. Certain emergency warnings have gone to regional groups ahead of the general warning to all members. Included in these reports were: thieves posing as fraternity men, fake service men and veterans, utility repair confidence man (apprehended), clothing salesmen and women, check artists (one apprehended), "sex" instructor, confidence men, and mail order "Who's Who" and similar rackets.

Through the years our Association members have cooperated through such warnings and have helped in the apprehension of these persons.

### Publications

The Proceedings of the 1952 Conference were published and distributed directly from Chicago by our Reporter, Mr. Leo Isen, and were in the mail within a month after the Conference. The 1952 Proceedings (292 pages) has been in considerable demand since distribution.

Fourteen regular and special News Letters have been prepared and mailed to the members, and in several instances useful material appended.

In the wake of the numerous campus riots in the spring of 1952, a special survey was made and the results sent to the members as a confidential report of actions and methods of fifty-four member institutions in meeting this problem.

Ninety-seven publications were listed and reviewed briefly in the publication section of the News Letter.

### Contribution to Midwest Library Center

Your Secretary, after some communications with Director Ralph T. Esterquest of the Midwest Library Center at 5721 Cottage Grove Avenue, Chicago, has deposited Volumes I through XV of our annual Proceedings in this library which is now serving as a research center library for the central states area.

### Placement Service

The informal placement service of the Association has been continued through 1952-53 with additional registration and reasonable success in placing individuals.



	<u>Listed</u>	<u>Placed and Withdrawn</u>	<u>Available</u>
Status at March 15, 1952	248	111	137
Registered and placed to March 15, 1953	<u>44</u>	<u>75</u>	- <u>31</u>
Status at March 15, 1953	292	186	106

(The figures above do not show a considerable number of former registrants who asked that new blanks be prepared and re-issued for them.)

#### Work of the Executive Committee

Numerous communications have been sent to the officers and members of the Executive Committee. Members of the Executive Committee met at Allerton in May and in New York in November during the National Interfraternity Conference sessions. The President and Secretary met in Chicago in January relative to the final plans for the 1953 Conference.

#### In Conclusion

Your Secretary has completed his sixteenth year as Secretary of this Association and to the best of his ability has carried out the instructions of the officers and Executive Committee and the directives of the Annual Conferences.

We believe that the Association has gained materially in recognition and esteem, and continues to enjoy a sound reputation as an educational association of true worth.

We wish to thank the many members who have cooperated in the many requests which we send to them for information or assistance.

Respectfully submitted,

Fred H. Turner, Secretary

TREASURER'S REPORT  
March 15, 1952 to March 15, 1953

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RECEIPTS

Balance on Hand March 15, 1952 .....	\$1,182.84	
Dues Collected 1952-1953 .....	3,180.00	
Dues Collected 1951-52 .....	45.00	
Receipts from sale of Small Bibliography ....	3.00	
Receipts from sale of Proceedings .....	37.75	
Receipts from sale of Residence Hall Bulletins	8.80	
Receipts for use of Placement Service .....	58.00	
Receipts from 1952 Conference:		
Registration Fee .....	\$ 325.00	
Banquet and Luncheon Tickets ....	1,314.00	
Cash used for change .....	25.00	
Share of Cost of Reception .....	56.50	1,720.50
Loan from Champaign National Bank .....	1,000.00	\$7,235.89

DISBURSEMENTS

Telegrams and Telephone .....	\$ 20.88
Stationery .....	48.00
Disbursements for 1952 Conference:	
Programs and Registration Cards.. \$	157.75
Cash for change at meeting .....	25.00
Badges and Ribbons .....	43.66
Gavel .....	13.37
Doctor Wedge, speaker .....	150.23
Doctor Farnsworth, speaker .....	283.38
Doctor Olds, speaker .....	25.40
Informal reception and refreshments	114.00
287 Luncheons .....	717.95
197 Banquet dinners .....	689.50
Convention Help .....	20.00
Convention Expenses .....	6.75
Flowers and telephone .....	10.30
Executive Committee Luncheon ....	15.25
Convention Picture .....	1.50
Mimeographing .....	2,274.04
Stenographic Service .....	236.84
Reporting and Mimeographing 1952 Proceedings.	150.00
Membership Dues:	2,195.47
American Council on Education ... \$	25.00
1951 Nat.Conf.on Coll.Frat.& Soc.	25.00
1952 Nat.Conf.on Coll.Frat.& Soc.	25.00
Magazine Subscription .....	75.00
Expenses to Meetings:	5.00
Daugherty to IRAC .....	\$ 47.10
Guthrie to committee meetings ...	92.93
Executive Committee in New York	27.25
Turner to Chicago	4.11
	171.39



## DISBURSEMENTS (Cont'd.)

Champaign National Bank for repayment of loan.	\$1,000.00
Champaign National Bank for interest on loan..	8.75
Secretary's Allotment.....	100.00
Postage .....	187.04
Bank Debits.....	9.19
	<u>\$6,481.60</u>
BALANCE ON HAND MARCH 15, 1953 .....	<u>\$ 754.29</u>

APPENDIX B

OFFICIAL ROSTER OF THOSE IN ATTENDANCE AT  
THE EAST LANSING, MICHIGAN MEETING

<u>Name</u>	<u>Institution</u>	<u>Title</u>
Abel, Glynn	Southwestern Louisiana Institute	Dean of Men
Alden, Vernon R.	Harvard Graduate School of Business Admin.	Assistant Dean
Allen, James G.	Texas Tech. College	Dean of Student Life
Almli, Mark	St. Olaf College	Men's Counselor
Alter, Foster E.	University of Miami	Dean of Men
Anfinson, Rudolph D.	Eastern Ill. State Col.	Dean of Men
Askew, J. Thomas	University of Georgia	Dean of Students
Atkins, H. Pearce	The Univ. of Rochester	Ass't. to the Dean, College for Men
Atkinson, Byron H.	Univ. of Calif. at L.A.	Asst. Dean of Students
Axtman, Boniface J. (Rev.)	St. John's University	Dean of Men
Balch, Richard L.	Stanford University	Chief Counselor for Men
Baldwin, Frank C.	Cornell University	Dean of Men
Banaghan, William F.	Purdue University	Counselor
Bates, Robert E.	Colorado A. & M. College	Dean of Students
Beaty, R. C.	Univ. of Florida	Dean of Men
Betowski, E. Paul (Rev.)	Georgetown University	Asst. Dir. of Student Personnel
Biddle, Theodore W.	Univ. of Pittsburgh	Dean of Men
Birenbaum, William	Univ. of Chicago	Dir. of Student Activities
Bitner, Harold M.	University of Hawaii	Dean of Students
Bishop, Robert W.	Univ. of Cincinnati	Dean of Men
Blackburn, Armour J.	Howard University	Dean of Students
Blackburn, John L.	Florida State Univ.	Counselor to Men
Boldt, Albert W.	University of Florida	Asst. Dean of Men
Boocock, Cornelius B.	Rutgers University	Dean of Men
Bosworth, E. F.	Oberlin College	Dean of Men

<u>Name</u>	<u>Institution</u>	<u>Title</u>
Brown, George K.	St. Lawrence Univ.	Dean of Men
Brown, John A. Jr.	Temple University	Dean of Men
Brown, Warren O.	Univ. of Illinois, Chicago Under- graduate Division	Dean of Men
Burger, William V.	Colorado School of Mines	Dean of Students
Camp, Charles F.	Personnel Procurement Division	United States Government
Chandler, L. E.	Southeastern La. Col.	Dean of Div. of Student Life
Cheney, R. William	Springfield College	Dean of Students
Clements, E. W. Dr.	San Jose State College	Personnel Counselor
Clevenger, J. C.	Wash. State College	Dean of Students
Cloyd, E. L.	No. Carolina State Col.	Dean of Students
Colbert, J. P.	University of Nebraska	Dean, Div. of Student Affairs
Collier, Kenneth M.	Ball State Teachers College	Director of Men's Activities
Conklin, Arch B.	Bowling Green State U.	Dean of Students
Connole, Paul H.	Washington University	Asst. Dean of Students
Craig, William G.	Kansas State College	Dean of Students
Craven, Clifford J.	State Univ. of N.Y. (Oneonta)	Dean of Students
Croft, Lysle W.	Univ. of Kentucky	Director of Personnel
Crowe, E. S.	Michigan State Col.	Dean Emeritus
Culpepper, Broward	The Florida State U.	Dean of Student Wel- fare
Cunningham, Rogert E.	Ill. Institute of Tech.	Asst. Dean of Students
Curtin, Edgar G.	Rutgers University	Associate Dean of Men
Curtis, Stephen R.	John Marshall Law School	Assistant Dean
David, B. E.	Carnegie Inst. of Tech.	Dean of Men
Davis, Benson W.	Stetson University	Professor
Davis, I. Clark	Southern Ill. Univ.	Acting Dir. of Student Affairs
Deakins, C. E.	Ill. Institute of Tech.	Dean of Students
Dean, Miles T.	Florida State Univ.	Counselor
Dean, Raymond J.	Univ. of Michigan	Dir.-West Quadrangle
Dixon, Robert E.	Oberlin College	Associate Dean of Men
Drake, Harold	Ohio University	Asst. to Dean of Men
Duhig, Charles W.	Brandeis University	Dir. of Stu. Personnel
Durand, Edwin M.	Rutgers University (Newark Colleges)	Dean of Students



<u>Name</u>	<u>Institution</u>	<u>Title</u>
Durgin, E. R.	Brown University	Dean of Students
Dunford, Ralph E.	Univ. of Tennessee	Dean of Students
DuShane, Donald M.	Univ. of Oregon	Dir. of Stu. Affairs
Eaton, Paul C.	Calif. Institute of Technology	Dean of Students
Ellis, Elmer	Univ. of Missouri	Dean of the Faculty, Col. of Arts & Sc.
Eppley, Geary	Univ. of Maryland	Dir. of Stu. Welfare
Etheridge, Robert F.	Southern Ill. Univ.	Asst. Dean of Men
Farrar, Joe D.	College of William and Mary	Dean of Men
Farrisee, W. J.	Clarkson Col. of Tech.	Dean of Students
Faunce, Dale	Univ. of Iowa	Dean of Students
Fletcher, Richard R.	Univ. of Virginia	Dir. of Stu. Affairs
Fogdall, Vergil S.	Lewis & Clark College	Dean of Students
Foy, James E.	Ala. Polytechnic Inst.	Dir. of Stu. Affairs
French, Arden O.	La. State Univ.	Dean of Men
Fulton, Dudley G.	Northwestern State College of La.	Dir. of Student Relations
Galbraith, M. J.	Univ. of Ill. Professional Colleges	Dean of Student Affairs
Gale, Esson M.	University of Michigan	Counselor to Foreign Students - Nat'l. Assoc. of Foreign Student Advisers
Gardiner, Robb G.	Michigan State College	Asst. to Dean of Stu.
Gardner, D. H.	Univ. of Akron	Dean of Students
Gass, Clinton B.	Nebraska Wesleyan Univ.	Dean of Men
Glynn, Val G.	Montana State College	Dean of Students
Graham, Jack W.	Southern Ill. Univ.	Supervisor of Counseling & Testing -Office of Stu. Affairs
Grammer, Frank A.	Newark Col. of Engr'g.	Dean of Students
Graves, Thomas A.	Harvard Business School	Assistant to Dean
Grier, Daniel J.	Purdue University	Asst. to Dean of Men
Griffeth, Paul L.	University of Iowa	Asst. Counselor to Men
Griffin, Russell A.	Western Reserve Univ.	Dean of Students
Gruman, L. L.	Berea College	Dean of Men
Guthridge, Joe W.	Va. Polytechnic Institute	Dir. of Stu. Affairs
Guthrie, William S.	Ohio State University	Jr. Dean College of Arts and Sciences
Gwin, John P.	Beloit College	Dean of Students - Director of Admissions

<u>Name</u>	<u>Institution</u>	<u>Title</u>
Haack, Arno J.	Washington Univ.	Dean of Students
Hagler, James A.	Harvard University	
Hagerman, Gordon A.	University of Akron	Assistant Dean
Hansford, R. L.	University of Akron	Adviser of Men
Hanson, Ernest E.	Northern Ill. State Teachers College	Dean of Men
Hayes, Byron C.	Lehigh University	Assoc. Dean of Stu.
Hawk, Ray	University of Oregon	Assoc. Dir. of Student Affairs
Hawley, Kent	DePauw University	Counselor of Men
Heilman, George E.	Florida State Univ.	Counselor
Helser, M. D.	Iowa State College	Dir. of Personnel
Henry, David D.	New York University	Exec. Vice Chancellor
Hocutt, John E.	Univ. of Delaware	Dean of Students
Hoogesteger, Howard	Lake Forest College	Dean of Men
Hopkins, Robert S., Jr.	Univ. of Massachusetts	Dean of Men
Hooper, Bill R.	University of Houston	Dir. of Loans and Scholarships
Hulet, Richard E.	University of Illinois	Asst. Dean of Men
Huit, M. L.	State Univ. of Iowa	Counselor to Men
Hunt, Everett	Swarthmore College	Dean
Hunkins, Maurel	Ohio University	Dean of Men
Hyink, Bernie	Univ. of So. Calif.	Dean of Students
Isen, Leo	Bona Fide Reporting Co.	Conference Reporter
Jackson, J. B.	Univ. of So. Carolina	Dean of Men
James, Robert C.	University of Maryland	Asst. Dean of Men
Johns, Robert	Purdue University	Exec. Asst. to President
Johnson, Broderick H.	Michigan State College	Head, Public Relations Continuing Educ. Service, Kellogg Center
Johnson, Clyde S.	Philadelphia, Pa.	Nat'l. Interfraternity Conference
Julian, J. H.	Univ. of South Dakota	Vice President
Kallgren, Carl A.	Colgate University	Dean of the College
Kamm, Robert B.	Drake University	Dean of Students
Keeney, A. L.	Univ. of Wyoming	Dean of Men
Kettler, Ray W.	Purdue University	Controller
Kiendl, Arthur H.	Dartmouth College	Asst. Dean of the Col.
King, Tom	Michigan State College	Dean of Students
Knapp, R. H.	Univ. of South Dakota	Dean of Student Personnel Services
Knox, Carl W.	Miami Univ. - Ohio	Dean of Men



<u>Name</u>	<u>Institution</u>	<u>Title</u>
Lawrence, Dave	Univ. of Louisville	Dean of Men
Leach, Lysle D.	Univ. of Cal.(Davis)	Dean of Students
LeBlanc, Alvin	Southeastern La. Col.	Dean of Men Students
Legault, Romeo O. Father	University of Ottawa (Canada)	Moderator of the Students' Federation
Leith, J. D.	Lehigh University	Assoc. Dean of Stu.
Linkins, R. H.	Ill. State Normal Univ.	Dean of Men
Lloyd, Wesley	Brigham Young Univ.	Dean of Students
Longnecker, W. M.	Southern Methodist Univ.	Dean of Students
McBride, Guy T., Jr.	The Rice Institute	Dean of Students
McBride, Otis	Florida State Univ.	Dean of Men
McDonald, Ralph W.	Bowling Green State Univ.	President
McLeod, James C.	Northwestern Univ.	Dean of Students
MacGregor, Jay B.	University of Omaha	Dean of Stu. Personnel
Mallett, Donald R.	Purdue University	Dean of Men
Manchester, R. E.	Kent State University	Dean of Men
Marsh, J. Don	Wayne University	Counselor, Men's Activities
Martin, Robert	State Univ. of Iowa	Asst. Counselor to Men
Matthews, Jack	Univ. of Missouri	Dean of Students
Medesy, William A.	Univ. of New Hampshire	Dean of Men
Melvin, Harold W.	Northeastern Univ.	Dean of Students
Milam, Otis H., Jr.	Marshall College	Acting Dean of Men
Moore, Robert	Arkansas State College	Dean of Men
Mowers, Glenn	Toledo University	Dir. Student Activities
Murphy, Richard J.	U.S. Nat'l. Stu. Assoc.	President
Musser, Malcolm E.	Bucknell University	Dean of Men
Myers, Harold M.	Drexel Institute of Technology	Dean of Men
Nemeschy, Robert B.	Ohio Wesleyan Univ.	Asst. Dean of Men
Nester, William	Univ. of Cincinnati	Dir. of the Union
Newhouse, Dean S.	Case Inst. of Tech.	Dean of Students
Norton, Stanley K.	Ill. State Normal Univ.	Asst. Dean of Men
Nowotny, Arno	University of Texas	Dean of Student Life
Nygreen, Glen T.	Univ. of Washington	Exec. Officer, Office of Dean of Students
O'Flynn, Anthony C. (Rev.)	Loyola Univ. of the South	Dean of Students
Oglesby, R. R.	Oklahoma A. and M.	Dean of Students
Oldenburg, Richard C.	Western Reserve Univ.	Assistant Dean
Ostafin, Peter A.	University of Michigan	Assistant Dean
Overholt, Milton W.	Ohio State University	Housing Manager

<u>Name</u>	<u>Institution</u>	<u>Title</u>
Papke, Earl R.	Capital University	Dean of Men
Parker, Ivan W.	University of Michigan	Asst. to Dean of Stu.
Parks, Donald S.	University of Toledo	Dean of Students
Peck, Gerald W.	Univ. of Illinois	Asst. Dean of Men
Pellett, Ray C.	Western Michigan Col.	Dean of Men
Pershing, John	Georgia Inst. of Tech.	Assoc. Dean of Stu.
Pike, C. M., Jr.	Northern Ill. State Teachers College	Asst. Dean of Men
Poling, Dan W.	Oregon State College	Dean of Men
Price, Philip	Univ. of Rochester	Director of Todd Union
Quinn, John F.	Univ. of Rhode Island	Dean of Men
Rankin, Donald F.	Ferris Institute	Dean of Men
Rawsthorne, John	Principia College	Dean of Men
Rea, W. B.	University of Michigan	Dean of Men
Rece, E. H.	Emory University	Dean of Students
Reid, Juan	Colorado College	Dean of Men
Richardson, O. T.	Washington University	Professor of Education & Dir. Stu. Coun. Serv.
Roberts, Milton R.	Univ. of Delaware	Asst. to Dean of Stu.
Roberts, O. D.	Purdue University	Asst. Dean of Men
Robertson, D. J.	Univ. of North Dakota	Dean of Stu. Affairs, Asst. to President
Robinson, David W.	DePauw University	Asst. Dean of Stu.
Rollins, J. Leslie	Harvard Grad. School of Business Administration	Assistant Dean
Rollins, J. W.	East Texas State Teachers College	Dean of Men
Ross, Mylin H.	Ohio State University	Dean of Men
Ryden, George H.	Oklahoma City Univ.	Dean of Men
Saviers, Eldred L.	Kent State University	Asst. Dean of Men
Schmidt, Louis G.	Indiana University	Counselor Trainer
Scott, William D.	West Virginia Univ.	Dir., Student Center
Shaffer, Robert H.	Indiana University	Asst. Dean of Stu.
Shaffer, Robert O.	State Univ. of New York (Oswego)	Dean of Students
Shoemaker, John E.	Univ. of Arkansas	Dean of Men
Shutt, Darold	Marshall College	Dean of Men
Simes, Frank J.	Pennsylvania State Col.	Dean of Men
Slonaker, Louis	Univ. of Arizona	Dean of Men
Smith, Jodie C.	Univ. of Oklahoma	Counselor of Men
Smith, Marc Jack	Univ. of Redlands	Dean of Men
Somerville, J. J.	Ohio Wesleyan Univ.	Dean of Men
Sours, James K.	Univ. of Wichita	Dir. or Student Services



<u>Name</u>	<u>Institution</u>	<u>Title</u>
Spathelf, Victor F.	Ferris Institute	President
Spencer, Lee Bowen	Oklahoma Baptist Univ.	Dean of Men
Spencer, Terrel	Univ. of Houston	Vice President - Student Services
Sprandel, W. B.	Albion College	Dean of Men
Stafford, E. E.	University of Illinois	Dean of Men
Stauffer, John N.	Wittenberg College	Dean of Students
Stewart, Harold E.	Wayne University	Assoc. Dean of Stu- dent Affairs
Stewart, John E.	Univ. of Maine	Dean of Men
Stibbs, John H.	Tulane University	Dean of Students
Stielstra, William	Alma College	Dean of Men
Stone, Hurford E.	Univ. of California	Dean of Students
Streiff, Karl D.	Univ. of Michigan	Asst. to Dean of Stu.
Strozler, Robert M.	University of Chicago	Dean of Students
Thompson, Charles H.	University of Wyoming	Supervisor Veterans Relations
Thompson, J. Jorgen	St. Olaf College	Asst. to President
Thompson, Jorgen S.	Augustana College	Dean of Men
Thompson, Ronald B.	Ohio State University	Registrar-Examiner Nat. Vice President of AACRAO
Thompson, S. Earl	Michigan State College	Head, General Insti- tutional Management
Thorburn, Lyle A.	Michigan State College	Director of Housing
Trueblood, Dennis L.	Indiana University	Counselor
Truitt, John W.	Michigan State College	Asst. to Dean of Stu.
Tucker, Leslie H.	Bradley University	Dean of Students
Turner, Fred H.	University of Illinois	Dean of Students
Vogel, Fred J.	Florida State Univ.	Counselor
Voldseth, Edward	Drake University	Director, Student Affairs for Men
Voller, Ellwood A.	Michigan State College	Asst. to Dean of Students
Waite, Richard A., Jr.	Rensselaer Poly. Inst.	Dean of Students
Waldrop, Robert S.	Veterans Administration Washington 25, D. C.	Chief, Vocational Counseling Profes- sional Service
Wallace, Vernon A.	The Cooper Union	Stu. Relations Officer
Walter, Erich A.	University of Michigan	Dean of Students
Weaver, Fred H.	Univ. of North Carolina	Dean of Students
Weir, John R.	Cal. Inst. of Technology	Dir. of Student Counseling

<u>Name</u>	<u>Institution</u>	<u>Title</u>
White, C. G.	Texas A. and M. Col.	Asst. Dean of Men
Whitehead, James B.	Univ. of Cincinnati	Asst. Dean of Men
Willhite, W. Lyle	Knox College	Dean of Students
Williams, Hoyt	The Univ. of Texas	Asst. Dean of Stu. Life
Williamson, E. G.	Univ. of Minnesota	Dean of Students
Winbigler, H. Donald	Stanford University	Dean of Students
Williamson, James E.	Univ. of Houston	Dean of Men
Wolfe, David L.	Univ. of Illinois	Asst. Dean of Men
Woodruff, Laurence C.	University of Kansas	Dean of Men
Yarborough, John M.	Stanford University	Dir., Stanford Village
Young, Ralph A.	The College of Wooster	Dean of Men
Yuthas, Jack	Purdue University	Counseling Assistant
Zech, Albert	Univ. of S. Cal.	Counselor of Men
Zerman, William S.	Univ. of Michigan	Asst. to Dean of Stu.
Zillman, Theodore W.	Univ. of Wisconsin	Dean of Men
Zinn, Bennie A.	A. and M. College of Texas	Asst. Dean of Men for Student Affairs

### APPENDIX C

#### ROSTER OF LADIES GROUP (Wives)

Mrs. J. B. Colbert	Mrs. A. L. Keeney
Mrs. Lysle Croft	Mrs. Dave Lawrence
Mrs. R. E. Cunningham	Mrs. R. E. Manchester
Mrs. C. E. Deakins	Mrs. Arno Nowotny
Mrs. R. E. Dunford	Mrs. Donald S. Parks
Mrs. Joe Farrar	Mrs. Ray C. Pellett
Mrs. W. J. Farrisee	Mrs. John Pershing
Mrs. Donfred H. Gardner	Mrs. Mylin H. Ross
Mrs. Clinton B. Gass	Mrs. J. J. Somerville
Mrs. William S. Guthrie	Mrs. E. E. Stafford
Mrs. Arno J. Haack	Mrs. John N. Stauffer
Mrs. R. L. Hansford	Mrs. Erich A. Walter
Mrs. Maurice D. Delser	Mrs. Ralph Young
Mrs. J. H. Julian	

Also in the Ladies Group were:

Miss Phyllis Colbert  
 Mrs. Dorothy Ross  
 Miss Mabel Petersen  
 Mrs. Lurline Lee



APPENDIX DSUMMARY OF PREVIOUS MEETINGS

Meet- ing	Year	Pres- ent	Place	President	Secretary
1	1919	6	Madison, Wisconsin	S.H. Goodnight	L.A. Strauss
2	1920	9	Urbana, Illinois	T.A. Clark	S.H. Goodnight
3	1921	16	Iowa City, Iowa	T.A. Clark	S.H. Goodnight
4	1922	20	Lexington, Kentucky	E.E. Nicholson	S.H. Goodnight
5	1923	17	Lafayette, Indiana	Stanley Coulter	E.E. Nicholson
6	1924	29	Ann Arbor, Michigan	J.A. Bursley	E.E. Nicholson
7	1925	31	Chapel Hill, N. C.	Robert Rienow	F.F. Bradshaw
8	1926	46	Minneapolis, Minn.	C.R. Melcher	F.F. Bradshaw
9	1927	43	Atlanta, Georgia	Floyd Field	F.F. Bradshaw
10	1928	50	Boulder, Colorado	S.H. Goodnight	F.M. Dawson
11	1929	75	Washington, D. C.	G.B. Culver	V.I. Moore
12	1930	64	Fayetteville, Ark.	J.W. Armstrong	V.I. Moore
13	1931	83	Knoxville, Tenn.	W.J. Sanders	V.I. Moore
14	1932	40	Los Angeles, Cal.	V.I. Moore	D.H. Gardner
15	1933	55	Columbus, Ohio	C.E. Edmondson	D.H. Gardner
16	1934	61	Evanston, Illinois	H.E. Lobdell	D.H. Gardner
17	1935	56	Baton Rouge, La.	B.A. Tolbert	D.H. Gardner
18	1936	92	Philadelphia, Pa.	W.E. Alderman	D.H. Gardner
19	1937	80	Austin, Texas	D.S. Lancaster	D.H. Gardner
20	1938	164	Madison, Wisconsin	D.H. Gardner	F.H. Turner
21	1939	87	Roanoke, Virginia	D.H. Gardner	F.H. Turner
22	1940	58	Albuquerque, N.Mex.	F.J. Findlay	F.H. Turner
23	1941	100	Cincinnati, Ohio	J.J. Thompson	F.H. Turner
24	1942	114	Urbana, Illinois	L.S. Corbett	F.H. Turner
25	1943	101	Columbus, Ohio	J.A. Park	F.H. Turner
26	1944	96	Chicago, Illinois	J.H. Julian	F.H. Turner
27	1945	Due to Office of Defense Transportation-No			Meeting Held
28	1946	142	Lafayette, Indiana	Earl J. Miller	F.H. Turner
29	1947	170	Ann Arbor, Michigan	Arno Nowotny	F.H. Turner
30	1948	173	Dallas, Texas	E.L. Cloyd	F.H. Turner
31	1949	217	Highland Park, Ill.	J.H. Newman	F.H. Turner
32	1950	210	Williamsburg, Va.	L.K. Neidlinger	F.H. Turner
33	1951	222	St. Louis, Missouri	W.P. Lloyd	F.H. Turner
34	1952	180	Colo.Springs, Colo.	A.B. Knapp	F.H. Turner
35	1953	245	East Lansing, Mich.	V.F. Spathelf	F.H. Turner

APPENDIX EROSTER OF MEMBERS

Institution	Address	Representative
Agricultural and Mechanical College of Texas	College Station, Texas	W. L. Penberthy
Akron, University of	Akron 4, Ohio	Donfred H. Gardner, Dean of Students
Alabama Polytechnic Institute	Auburn, Alabama	James E. Foy, Director of Student Affairs
Alabama, University of	University, Ala.	Noble B. Hendrix, Dean of Students
Alaska, University of	College, Alaska	William Cashen
Albion College	Albion, Michigan	W. B. Sprandel
Alfred University	Alfred, New York	Fred H. Gertz
Allegheny College	Meadville, Pa.	C. W. McCracken
Alma College	Alma, Michigan	William Stielstra
Anderson College and Theological Seminary	Anderson, Indiana	Adam W. Miller, Men's Counselor
Arizona State College	Tempe, Arizona	W. P. Shofstall
Arizona, University of	Tucson, Arizona	A. Louis Slonaker
Arkansas State College	State College, Ark.	Robert Moore
Arkansas, University of	Fayetteville, Ark.	John Earl Shoemaker
Augustana College	Sioux Falls, S. D.	Jorgen S. Thompson
Baker University	Baldwin, Kansas	Benjamin A. Gessner
Ball State Teachers College	Muncie, Indiana	O. T. Richardson
Beloit College	Beloit, Wisconsin	John P. Gwin, Dean of Students
Berea College	Berea, Kentucky	L. L. Gruman
Boston University	Boston, Mass.	John F. McKenzie
Bowling Green State University	Bowling Green, Ohio	Arch B. Conklin, Dean of Students
Bradley University	Peoria, Illinois	Leslie H. Tucker Dean of Students
Brandeis University	Waltham, Mass.	Charles Duhig, Dir. of Student Personnel
Brigham Young University	Provo, Utah	Wesley P. Lloyd, Dean of Students
Brown University	Providence, R. I.	Samuel T. Arnold Provost
		E. R. Durgin, Dean of Students
Bucknell University	Lewisburg, Pa.	Malcolm E. Musser
Butler University	Indianapolis, Ind.	L. Gray Burdin



California Institute of Technology	Pasadena California	Paul C. Eaton, Dean of Students
California, Univ. of	Berkeley, California	H. E. Stone Dean of Students
California, Univ. of	Davis, California	Lysle D. Leach Dean of Students
California, Univ. of	Los Angeles, Cal.	Milton Hahn Dean of Students Byron Atkinson Assistant Dean
Capital University	Columbus, Ohio	Earl Papke
Carleton College	Northfield, Minn.	Frank R. Kille Dean of College Merrill E. Jarchow
Carnegie Institute of Technology	Pittsburgh, Pa.	Douglas W. Miner Dir. of Personnel and Welfare Ben E. David
Carroll College	Waukesha, Wisconsin	Sumner J. House
Case Institute of Technology	Cleveland, Ohio	Dean Newhouse Dean of Students
Chicago, University of	Chicago, Illinois	Robert M. Strozier Dean of Students
Cincinnati, Univ. of	Cincinnati, Ohio	Robert W. Bishop
City College of New York	New York, New York	Daniel F. Brophy
Clarkson College of Technology	Potsdam, New York	W. J. Farrisee
Colgate University	Hamilton, New York	Carl A. Kallgren
Colorado Agriculture and Mechanical College	Fort Collins, Colorado	Robert E. Bates Dean of Students
Colorado College	Colorado Springs, Colorado	Juan Reid
Colorado College of Mines	Golden, Colorado	W. V. Burger, Dean of Students
Colorado, University of	Boulder, Colorado	Clifford Houston Dean of Students Harry G. Carlson
Columbia University	New York, N. Y.	N. M. McKnight
Concordia Teachers College	River Forest, Ill.	Albert G. Huegli Dean of Students
Cooper Union, The	New York, New York	Herbert F. Roemmele
Cornell University	Ithaca, New York	Frank C. Baldwin
Culver-Stockton College	Canton, Missouri	Richard B. Mease
Dartmouth College	Hanover, N. H.	Joseph L. McDonald
Delaware, University of	Newark, Delaware	John E. Hocutt Dean of Students
Denison University	Granville, Ohio	Francis C. Bayley

Denver University	Denver, Colorado	Daniel D. Feder Dean of Students
DePaul University	Chicago, Illinois	T. J. Wangler
DePauw University	Greencastle, Indiana	Lawrence A. Riggs Dean of Students David W. Robinson Asst. Dean of Stu.
Doane College	Crete, Nebraska	G. W. Lindberg
Drexel Institute of Tech.	Philadelphia, Pa.	Harold M. Myers
Drury College	Springfield, Mo.	Frank W. Clippinger
Duquesne University	Pittsburgh, Pa.	F. J. McNamara
East Carolina State Teachers College	Greenville, North Carolina	W. E. Marshall
East Texas State Teachers College	Commerce, Texas	J. W. Rollins
Eastern Illinois State College	Charleston, Ill.	Rudolph D. Anfinson
Emory University	Emory University, Georgia	E. H. Rece
Florida Agricultural and Mechanical College	Tallahassee, Florida	B. L. Perry
Florida State University	Tallahassee, Florida	J. Broward Culpepper Dean of Stu. Welfare Otis McBride
Florida, Univ. of	Gainesville, Florida	R. C. Beaty Dean of Students
Franklin and Marshall College	Lancaster, Pa.	A. G. Breidenstine Dean of the College
Fresno State College	Fresno, California	Forrest D. Brown Dean of Students
Georgetown University	Washington, D. C.	Joseph A. Rock, S.J., Dir. of Stu. Personnel
George Washington University	Washington, D.C.	C. M. Farrington, Dir. of Men's Activities
Georgia Institute of Technology	Atlanta, Georgia	George C. Griffin Dean of Students
Georgia, University of	Athens, Georgia	J. Thomas Askew Dean of Students William Tate
Gettysburg College	Gettysburg, Pa.	Robert H. Fryling
Grinnell College	Grinnell, Iowa	Henry A. Brown
Grove City College	Grove City, Pa.	Robert E. Thorn
Hanover College	Hanover, Indiana	Robert Calvert, Jr.



Harvard College	Cambridge, Mass.	Delmar Leighton Dean of Students
Hastings College	Hastings, Nebraska	F. E. Weyer
Hawaii, University of	Honolulu, Hawaii	Harold Bitner, Dean of Student Personnel
Hiram College	Hiram, Ohio	
Houston, University of	Houston, Texas	Terrel Spencer, Vice Pres. of Stu. Services
Howard University	Washington, D. C.	A. J. Blackburn, Dean of Students
Huntingdon College	Montgomery, Ala.	R. Blenn Massengale
Idaho, College of	Caldwell, Idaho	Phillip M. Ward
Idaho, University of	Moscow, Idaho	Herbert E. Lattig
Illinois Institute of Technology	Chicago, Illinois	Clarence E. Deakins Dean of Students
Illinois State Normal University	Normal, Illinois	R. H. Linkins
Illinois, University of	Urbana, Illinois	Fred H. Turner Dean of Students
Illinois Wesleyan Univ.	Bloomington, Illinois	
Indiana University	Bloomington, Indiana	R. L. Shoemaker Dean of Students
Iowa State College	Ames, Iowa	M. D. Helser
Iowa, State University of	Iowa City, Iowa	L. Dale Faunce Dean of Students
		Marion L. Huit
Kalamazoo College	Kalamazoo, Mich.	Raymond L. Hightower
Kansas State College	Manhattan, Kansas	William G. Craig Dean of Students
Kansas State Teachers Col.	Emporia, Kansas	Victor T. Trusler
Kansas State Teachers College	Pittsburg, Kansas	Eugene Dawson Dean of Students
Kansas, University of	Lawrence, Kansas	Laurence C. Woodruff
Kent State University	Kent, Ohio	R. E. Manchester
Kentucky, University of	Lexington, Ky.	A. D. Kirwan
Knox College	Galesburg, Ill.	W. Lyle Willhite Dean of Students
Lafayette College	Easton, Pa.	Frank R. Hunt
Lake Forest College	Lake Forest, Ill.	Howard Hoogesteger
Lawrence College	Appleton, Wisconsin	George Walter Edwin Schoenberger Dean of Students, Institute of Paper Chemistry
Lehigh University	Bethlehem, Pa.	Wray H. Congdon Dean of Students

Lewis & Clark College	Portland, Oregon	Vergil Fogdall
Louisiana State Univ.	Baton Rouge, La.	Arden O. French
Louisville, Univ. of	Louisville, Ky.	Dave Lawrence
Loyola University	New Orleans, La.	Anthony C. O'Flynn, S.J.
Loyola University	Los Angeles, Cal.	Frank Parrish
Maine, University of	Orono, Maine	John E. Stewart
Marshall College	Huntington, W. Va.	Otis H. Milam
Maryland, Univ. of	College Park, Md.	Geary Eppley, Director of Stu. Welfare
Massachusetts Institute of Technology	Cambridge, Mass.	E. Francis Bowditch
Massachusetts, Univ. of	Amherst, Mass.	Dean of Students
Mercer University	Macon, Georgia	Robert S. Hopkins, Jr.
Miami University	Oxford, Ohio	Richard C. Burts, Jr.
Miami, University of	Coral Gables, Fla.	Carl W. Knox
Michigan State College	East Lansing, Mich.	Foster E. Alter
Michigan, University of	Ann Arbor, Michigan	Tom King, Dean of Stu.
		Erich A. Walter
		Dean of Students
Middlebury College	Middlebury, Vermont	W. B. Rea
Minnesota, Univ. of	Minneapolis, Minn.	W. Storrs Lee
Mississippi Southern College	Hattiesburg, Miss.	Dean of Students
Mississippi, Univ. of	University, Miss.	E. G. Williamson
Missouri, University of	Columbia, Missouri	Dean of Students
Montana State College	Bozeman, Montana	J. R. Switzer
Montana State University	Missoula, Montana	R. Malcolm Guess
		Jack Matthews
		Dean of Students
Montclair State Teachers College	Montclair, N. J.	Val Glynn, Dean of Students
Moravian College	Bethlehem, Pa.	Herbert J. Wunderlich
Muhlenberg College	Allentown, Pa.	Dean of Students
		(Clifton S. Jackson
		Northern Montana Col.
		Havre, Montana)
		Earl C. Davis, Dir. of Student Personnel
Nebraska, University of	Lincoln, Nebraska	Roy D. Hassler
Nebraska Wesleyan Univ.	Lincoln, Nebraska	Sherwood R. Mercer
Nevada, University of	Reno, Nevada	J. P. Colbert, Dean of Student Affairs
Newark College of Engineering	Newark, New Jersey	Clinton B. Gass
New Hampshire, Univ. of	Durham, N. H.	R. S. Griffin
New Mexico Highlands University	Las Vegas, New Mexico	Frank A. Grammer
		William A. Medesy
		Ray A. Farmer



New Mexico, University of New York University	Albuquerque, New Mexico New York, N. Y.	Howard V. Mathany  William Bush Baer Dean of University
North Carolina State College	Raleigh, N. C.	Ed L. Cloyd Dean of Students
North Carolina, University of	Chapel Hill, N. C.	Fred H. Weaver, Dean of Students
North Dakota Agri- cultural College	Fargo, North Dakota	C. A. Sevrinson
North Dakota, University of	Grand Forks, N. D.	Donald J. Robertson Dean of Stu.Aff.
Northeastern Univ.	Boston, Mass.	Harold W. Melvin Dean of Students
Northern Illinois State Teachers College	DeKalb, Illinois	Ernest E. Hanson
Northwestern State College	Natchitoches, La.	Dudley G. Fulton, Dir. of Stu. Relations
Northwestern University	Evanston, Illinois	James C. McLeod, Dean of Students
Oberlin College	Oberlin, Ohio	E. F. Bosworth
Ohio State University	Columbus, Ohio	Mylin H. Ross
Ohio University	Athens, Ohio	Maurel Hunkins Philip L. Peterson, Associate Dean
Ohio Wesleyan Univ.	Delaware, Ohio	J. J. Somerville
Oklahoma A.& M. College	Stillwater, Okla.	R. R. Oglesby Dean of Students
Oklahoma Baptist Univ.	Shawnee, Oklahoma	Lee Bowen Spencer
Oklahoma City University	Oklahoma City, Okla.	George H. Ryden
Oklahoma, University of	Norman, Oklahoma	Paul MacMinn Dean of Students
Omaha, University of	Omaha, Nebraska	Jay MacGregor Dean of Students
Oregon State College	Corvallis, Oregon	Dan Poling
Oregon, University of	Eugene, Oregon	Donald M. DuShane Dir. of Stu.Affairs
		N. Ray Hawk
Pacific, College of the Park College	Stockton, Cal. Parkville, Missouri	Edward S. Betz W. B. Dunseth
Parsons College	Fairfield, Iowa	Philip E. Young, Dean of Students
Pennsylvania State Coll.	State College, Pa.	Frank J. Simes
Pittsburgh, Univ. of	Pittsburgh, Pa.	Theodore W. Biddle
Polytechnic Institute of Brooklyn	Brooklyn, New York	Henry Q. Middendorf, Dean of Students
Princeton University	Princeton, N. J.	Francis R.B. Godolphin

Principia, The Puerto Rico, University of Purdue University	Elsah, Illinois Mayaguez, Puerto Rico Lafayette, Indiana	John W. Rawsthorne Jose A. Franceschini, Dir. of Stu. Service Donald R. Mallett
Redlands, University of Rensselaer Polytechnic Institute Rhode Island, Univ. of Rice Institute, The	Redlands, Cal. Troy, New York Kingston, R. I. Houston, Texas	Marc Jack Smith Richard A. Waite, Jr. John F. Quinn Guy T. McBride, Dean of Students
Ripon College Rochester, Univ. of Rollins College Rutgers University	Ripon, Wisconsin Rochester, New York Winter Park, Florida New Brunswick, N. J.	Dietrich Roetter Philip Price, Director Joseph Justice, Acting Dean of Men Cornelius B. Boocock Edgar G. Curtin, Associate Dean
San Jose State College Santa Barbara College St. John's University St. Lawrence University St. Olaf College	San Jose, Cal. Santa Barbara, Cal. Collegeville, Minn. Canton, New York Northfield, Minn.	Stanley Benz Lyle G. Reynolds Boniface J. Axtman George K. Brown Carl Swanson, Director of Admissions J. B. Jackson
South Carolina, University of South Dakota, Univ. of Southeastern Louisiana College	Columbia, S. C. Vermillion, S. D. Hammond, Louisiana	R. H. Knapp L. E. Chandler, Dean of the Div. of Student Life
Southern California, University of Southern Illinois Univ. Southern Methodist Univ.	Los Angeles, Cal. Carbondale, Ill. Dallas, Texas	Bernard L. Hyink, Dean of Students I. Clark Davis Mayne Longnecker, Dean of Students
Southwestern Louisiana Institute Springfield College Stanford University	Lafayette, La. Springfield, Mass. Stanford University, California	E. Glynn Abel R. William Cheney H. Donald Winbigler, Dean of Students
State Teachers College State University Teachers College State University Teachers College Stetson University, John B.	Platteville, Wis. Geneseo, New York Oswego, New York DeLand, Florida	John H. Wooldridge Gerald Saddlemire, Dean of Students Robert O. Shaffer, Dean of Students Benson W. Davis



Stevens Institute of Technology	Hoboken, N. J.	Waldo Shumway
Swarthmore College	Swarthmore, Pa.	Everett Hunt
Syracuse University	Syracuse, New York	Frank Piskor
Taylor University	Upland, Indiana	C. C. Decker, Director of Personnel
Temple University	Philadelphia, Pa.	John A. Brown, Jr.
Tennessee, Univ. of	Knoxville, Tenn.	R. E. Dunford
Texas College of Arts and Industries	Kingsville, Texas	
Texas Technological Col.	Lubbock, Texas	James G. Allen
Texas, University of	Austin, Texas	Arno Nowotny, Dean of Student Life
		Jack Holland
Toledo, University of	Toledo, Ohio	Donald S. Parks, Personnel Director
Tulane University	New Orleans, La.	John H. Stibbs, Dean of Students
Tulsa, University of	Tulsa, Oklahoma	Edgar Smith, Counselor of Men
Union College	Lincoln, Nebraska	M. S. Culver
Union College	Schenectady, N. Y.	C. W. Huntley
Utah State Agricultural College	Logan, Utah	Daryl Chase, Dean of Students
Utah, University of	Salt Lake City, Utah	John L. Ballif, Jr.
Valparaiso University	Valparaiso, Ind.	Marshall J. Jox, Dean of Stu. Personnel
Vanderbilt University	Nashville, Tenn.	O. C. Carmichael, Jr. Dean of Students
		Albert S. Thompson, Chief of Counselors
Vermont, University of	Burlington, Vermont	Robert H. Kroepsch
Virginia Polytechnic Institute	Blacksburg, Va.	Joe W. Guthridge, Dir. of Student Affairs
Virginia, Univ. of	Charlottesville, Va.	Richard R. Fletcher, Dir. of Stu. Affairs
Washington and Lee University	Lexington, Virginia	Frank J. Gilliam, Dean of Students
Washington, State College of	Pullman, Washington	J. C. Clevenger, Dean of Students
Washington University	St. Louis, Missouri	Arno J. Haack, Dean of Students
Washington, University of	Seattle, Washington	Glen T. Nygreen, Executive Officer of Student Affairs

Wayne University	Detroit, Michigan	Harold Stewart, Assoc. Dean of Stu. Affairs
Western Michigan College of Education	Kalamazoo, Michigan	Ray C. Pellett
Western Reserve University	Cleveland, Ohio	R. A. Griffin, Dean of Students
West Virginia Univ.	Morgantown, W. Va.	Joseph C. Gluck, Dir. of Stu. Affairs
Wheaton College	Wheaton, Illinois	Arthur H. Volle, Dean of Students
Wichita, Univ. of	Wichita, Kansas	James K. Sours, Dir. of Stu. Services
William and Mary, College of	Williamsburg, Va.	Joe Farrar
Wisconsin, Univ. of	Madison, Wisconsin	Kenneth Little, Vice Pres. of Stu. Affairs Theodore W. Zillman J. David O'Dea, Milwaukee Extension Div.
Wittenberg College	Springfield, Ohio	John N. Stauffer Dean of Students
Wooster, College of	Wooster, Ohio	Ralph A. Young
Wyoming, University of	Laramie, Wyoming	A. L. Keeney

#### HONORARY MEMBER

Mr. H. Roe Bartle, 1023 Grand Avenue, Kansas City, Missouri

#### EMERITUS DEANS

S. E. Crowe, Michigan State College, East Lansing, Michigan  
 B. C. Daly, Box 755, Laramie, Wyoming  
 A. D. Enyart, Rollins College, Winter Park, Florida  
 Floyd Field, 2865 Tupelo Street, S. E., Atlanta 3, Georgia  
 Scott H. Goodnight, 4310 Cherokee Drive, Madison 5, Wisconsin  
 Garner E. Hubbell, The Principia, Elsau, Illinois  
 T. T. Jones, University of Kentucky, Lexington, Kentucky  
 Fraser Metzger, Timothy Edwards Congregational Church, South Windsor, Connecticut  
 L. D. Stratton, Drexel Institute of Technology, Philadelphia, Pennsylvania  
 T. J. Thompson, University of Nebraska, Lincoln, Nebraska